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ABSTRACT

The book is an annotated directory of 84 curriculum materials available for use with severely/profoundly handicapped and multiply handicapped students. Each annotation provides the title, author or developer, publisher and address, format, developmental level, content areas, goal, description, and price, along with any necessary or suggested additional materials and/or assessments. A grid which offers a quick reference to key components of each material is also provided, along with an index of titles by skill area. (DLS)

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CURRICULA FOR THE SEVERELY/PROFOUNDLY HANDICAPPED AND MULTIPLY-HANDICAPPED

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DEPARTMENT OF SPECIAL EDUCATION
SPECIAL EDUCATION DEVELOPMENTAL SERVICES
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SEPTEMBER 1978

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FOREWORD

The intent of this publication, *Curricula for the Severely/Profoundly Handicapped and Multiply-Handicapped* is to serve as a resource guide for professional educators in the state of Texas who are providing instructional programming for low functioning and multiply handicapped students. The publication is disseminated to the twenty regional education service centers for use in providing assistance and resources to local educators for planning and programming with severely/profoundly and multiply-handicapped students.

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CURRICULA FOR THE SEVERELY/PROFOUNDLY HANDICAPPED AND MULTIPLY-HANDICAPPED

The following is a compilation of annotations of curriculum materials that are available and deemed applicable for use with severely/profoundly handicapped and multiply-handicapped students. The list does not reflect all materials available, nor does it contain materials from all companies and projects which produce this type of material. It is intended only to apprise educators of the range and extent of materials available.

The following criteria were used in the selection of items included:

(1) Curricula that was developed for, or has been used with, the specific populations of severely/profoundly handicapped and/or multiply handicapped,
(2) Curricula that meets the needs of this population at some developmental age between birth and adulthood,
(3) Curricula that addresses the spectrum of skill areas, or one or more of the specific skill areas, necessary for independent functioning,
(4) Curricula that contain specific objectives correlated with suggested teaching activities or strategies,
(5) Curricula that may be used by professional staff, supportive staff, paraprofessionals, ward attendants, or parents,
(6) Curricula that are available commercially or available upon request.

The publication is presented in the following format:

- Preface
- Table of Contents
- Annotations
- Grid which offers a quick reference to key components of each material
- Index of Titles by Skill Area

Each annotation provides the Title, Author(s) or developer, Publisher and address, Format, Developmental Level (as specified by the author/developer), Content Areas, Goal (as specified by the author/developer), Description, and Price. If additional materials and/or assessments are necessary and/or suggested for use with a material these are indicated in the annotation, also.

The "Quick Reference to Key Components" is provided to enable users to pinpoint at a glance the curricula which contain components that could be of primary importance (i.e., type of format, price, availability of training for user, and the management system components presented: assessment, developmental sequences, record keeping devices, correlation of materials).

The "Index of Titles by Skill Area" indicates which curricula address which specific skill areas.

Prices listed are those available at the time the publication was formulated and may not be accurate at this time. Publishers will supply correct pricing information, as well as additional descriptive information, upon request.

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APT: A TRAINING PROGRAM FOR CITIZENS WITH SEVERELY/PROFOUNDLY RETARDED BEHAVIOR

Editors	James F. Brody and Robert Smilovitz
Publisher	Assessment/Program Team Pennhurst State School Spring City, Pennsylvania 19475
Format	Notebook
Developmental Level	Severely retarded persons
Content Areas	Motor coordination; communication; self-help, prevocational, and social skills; behavior problems; special skills for the visually impaired
Goal	To provide a state-wide assessment instrument for residential schools that is easy to give, highlights certain population traits of residents, and leads directly to program implementation.

Description

APT is an acronym for 'Assessment/Program Team." The curriculum was developed by an interdisciplinary group as an evaluation and training program; it is intended for team use.

APT is designed so that the instructor follows this sequence:

1. Evaluates by direct observation (using the 50-item scale) the student's performance on each behavioral item.
2. Selects one failed item as a starting point.
3. Turns to the Training Procedures for that item and either uses the procedure as written or modifies it as appropriate for the particular student.
4. Trains, using the behavior modification approach listed in the Training Procedure.
5. Records behavioral changes on Progress Form.

The APT is an informal device which does not yield a meaningful total score. It supplies a profile of skills for review at individual team meetings so that programs can be implemented.

Each item on the assessment is scored in a yes/no fashion and is matched with a Training Procedure. The procedure includes a general objective, general instructions, and recommended specific behavioral objectives with possible methods and materials. Each Training Procedure has an Individual Program Plan form which contains the task analysis of the specific skill. These may be reproduced for record keeping. Task analysis is the primary component of the Training Procedure.

The program includes a section titled "Write Your Own Programs."

Price $10.00

BCP PROGRESSION METHOD BOOKS

Developer	The Special Education Information Management System (SEIMS) by the Santa Cruz County Office of Education, Santa Cruz, California
Publisher	VORT Corporation P. O. Box 11132 Palo Alto, California 94306
Format	Five books
Developmental Level	Age and label free
Content Areas	Self-help, motor, communication, social, and learning skills
Goal	To provide instructional programs and methods to match each of the strands and objectives included in the BCP (Behavioral Characteristics Progression) assessment

Description

The five BCP method books contain more than 2,200 teacher-developed instructional methods. Each method is correlated to a BCP objective and includes:

- BCP strand number
- BCP objective number
- Title of activity
- Pupil abilities required
- Interest level
- Pupil grouping
- Activity length
- Number of adults required
- Suggested materials and/or equipment (in most cases, the methods do not require commercially available materials or equipment)
- Step-by-step instructions

BCP METHOD BOOK 1 - SELF HELP SKILLS contains 371 methods for the following BCP strands: Feeding/Eating, Drinking, Toileting, Grooming, Dressing, Undressing, Nasal Hygiene, Oral Hygiene, and Self-Identification.

BCP METHOD BOOK 2 - MOTOR SKILLS contains 534 methods for the following BCP strands: Sensory Perception, Visual Motor, Gross Motor, Orientation, Mobility, Wheelchair Use, Ambulation, and Swimming.

BCP METHOD BOOK 3 - COMMUNICATION SKILLS contains 500 methods for the following BCP strands: Auditory Perception, Prearticulation, Language Comprehension, Language Development, Listening, Sign Language, Finger Spelling, Speech Reading.

BCP METHOD BOOK 4 - SOCIAL SKILLS contains 467 methods for the following BCP strands: Attendance/Promptness, Adaptive Behaviors, Impulse Control, Interpersonal Relations, Responsible Behaviors, Personal Welfare, Self-Confidence, Honesty, Social Eating, Attention Span, and Task Completion.

BCP METHOD BOOK 5 - LEARNING SKILLS contains 420 methods for the following BCP strands: Reading, Math (computation), Practical Math, Writing, Spelling, and Reasoning.

BCP PROGRESSION METHOD BOOKS (Continued)

Price	$99.95	Complete Set
	$24.95	Per Individual Book
	$ 9.85	BCP Observation Booklet (for assessment and planning)
	$10.95	BCP Binder (for planning and progress)

THE BKR BASIC PRESCHOOL CURRICULUM

Authors	Louise Bradtke, Bill Kirkpatrick, and Katherine Rosenblatt
Publisher	BKR Educational Products, Inc. 1790 S.W. 43rd Way Fort Lauderdale, Florida 33314
Format	Kit: 197 Activity Cards, a DATA Handbook for administering the assessment, and copies of the DATA form
Developmental Level	Birth to 6 years
Content Areas	Cognition, language, fine and gross motor coordination, personal skills, visual and auditory skills
Goal	To present an individualized prescriptive program for preschool children

Description

The Development and Trainability Assessment (DATA) of the BKR measures the developmental skills attained by the child in the seven major areas. Items that appear on the DATA represent skills and activities of the normal child in the first few years of life. The DATA also provides information regarding the teaching and reinforcement techniques which it found most useful with the child.

The BKR Activity Cards are developmentally sequenced activities aimed at teaching skills related to each assessment area. The activities are task analyzed and worded so as to be usable by paraprofessionals.

Price	$25.00

BASIC SKILLS SCREENING TEST AND REMEDIAL MANUAL, Second Edition

Authors	Robert L. Schalock, Barbara E. Ross, and Irwin Ross
Publisher	Mid-Nebraska Mental Retardation Services, Inc. P. O. Box 1146 518 East Side Boulevard Hastings, Nebraska 68901
Format	Two manuals
Developmental Level	Developmentally disabled adults
Content Areas	Sensory-motor functioning; visual processing; auditory processing; language; reading, writing, arithmetic; social-emotional development and behavior; work skills
Goal	To provide: 1. An objective screening test to evaluate each target behavior 2. A developmentally sequenced list of target behaviors which, when remediated or present, combine to produce functional behavior 3. Specific teaching objectives, remediation techniques, and materials for each target behavior 4. A suggested movement cycle for each target objective

Description

The Basic Skills Screening Test (BSST) presents the evaluation procedure(s) and pass criterion for each of the target behaviors dealt with in the Mid-Nebraska Mental Retardation Services Adult Basic Skills Track. The target behaviors are grouped into the seven areas listed above.

The Basic Skills Remediation Manual (BSRM) contains suggested teaching techniques for the behaviors essential for functional behavior as listed in the BSST. Each area and subarea of the BSRM is arranged sequentially, and remediation activities should progress from #1 within each subarea to the final number within that subarea, and from subarea A to B, to C, etc. The format is arranged so that the target behavior, which was evaluated using the screening test, is presented first, followed by the teaching objective, teaching materials, and movement cycle for the teaching objective. Specific step-by-step directions are given in the manual for conducting a training session.

Price	$22.00

BEGINNING WITH THE HANDICAPPED

Author	Verna Hart
Publisher	Charles C. Thomas Publisher 301-327 East Lawrence Avenue Springfield, Illinois 62717
Format	Book
Developmental Level	Severely handicapped children
Content Areas	Self-care skills, motor development, adaptive behavior, and communication
Goal	To engage children who are at early stages of development in activities to help them attain higher levels of functioning

Description

This manual, written for parents, teachers, and paraprofessionals, gives specific methods to change a child's behavior. A task analysis approach is used, and teaching techniques are presented for the content areas. Easy-to-use charts are provided for recording levels of functioning and for determining objectives for the various teaching tasks.

Price	$6.95

BEHAVIORAL CHARACTERISTICS PROGRESSION DEVELOPMENTAL CURRICULUM GUIDE

Authors and Editors	Mark E. Lett, et al.
Publisher	Texas Department of Mental Health and Mental Retardation Arts, Graphics and Educational Services P. O. Box 12668, Capitol Station Austin, Texas 78711
Format	Notebook
Developmental Level	Level I - Entry level - appropriate for infant stimulation and profoundly retarded/multi-handicapped individuals who are unresponsive to the environment, Level II - Readiness and self-help level - moves into the active range of development Level III - Advanced programs level - specific skills necessary for an individual to function in an academic, vocational, and/or social situation either in an institution or, optimally, in the community.
Content Areas	Reflexes, fine motor, visual attending, pre-language, socialization, mobility, physical education, recreation and leisure, pre-academics, self-help, vocational/work readiness, communication, reasoning, mathematics, reading, language arts, personal information, and on-the-job training
Goal	To provide a curriculum based on the BCP which will provide an overall structure to group programming while allowing for the amelioration of individual needs (This goal is approached by stressing the interrelation of all the processes involved in the education of the mentally retarded person)

Description

The curriculum guide is designed to be used in conjunction with the "Methods and Material Grant" at Austin State School. Sequences in the guide are general and are not designed as task analyses. The teacher, in coordination with the team program monitor, can use the guide to determine where, in a given sequence, a client should start. The sequence will then direct the client toward completion of a short-term objective. Once the interdisciplinary team has targeted the characteristic for training, the teacher can utilize the Teleprocessing equipment to obtain training materials, including where applicable, a task analysis of the characteristic.

Specific training sequences for the blind, deaf, cerebral palsied, physically handicapped, deaf-blind, etc. are not included.

The format of each section is as follows:
- -description of area (not an attempt to define the skill area but to provide the reader with a general idea of the scope of the area)
- -resources (general information and not to be considered a comprehensive listing)

BEHAVIORAL CHARACTERISTICS PROGRESSION DEVELOPMENTAL CURRICULUM GUIDE
(Continued)

Description (Continued)

- -terminal objective (long-term goal directed toward independence in the least restrictive environment)
- -prerequisites (delineate suggested starting points in the training sequences)
- -short-term objective (written as scope and sequence guides) They do not task analyze the objective as that is included in the "Methods and Materials Grant." The time and criterion levels have been left to the discretion of the teacher(s) as this is a part of the BCP assessment.

Price	$5.00

CHILDREN MOVE TO LEARN: A GUIDE TO PLANNING GROSS MOTOR ACTIVITIES

Author	Judy Kline
Publisher	Communication Skill Builders, Inc. 817 East Broadway P. O. Box 6081-E Tucson, Arizona 85733
Format	Manual
Developmental Level	Birth through walking
Content Areas	Gross motor coordination
Goal	To provide a planning guide in gross motor areas for medical personnel, home-based specialists, special education teachers, and supervised parents to use with the developmentally young

Description

This program is divided into five major areas of gross motor abilities:

1. Head control
2. Reaching and grasping
3. Trunk control and sitting
4. Early mobility
5. Prewalking and walking

Through a series of observations and questions, the user can assess selected gross motor abilities; detect and identify any delay; and initiate, develop, and implement an individual activity plan to correct the specific delay.

The manual contains the following forms:

Assessment through Observation of Behavior
Record of Progress
Individual Activity Plan

All of these forms may be removed from the book and reproduced as often as they are needed.

Price	$4.95

A COLLECTION OF PAPERS AND PROGRAMS RELATED TO PUBLIC SCHOOL SERVICE FOR SEVERELY HANDICAPPED STUDENTS, VOLUME IV

Authors Lou Brown, Weston Williams, and Tim Crowner

Publisher Badger School
501 East Badger Road
Madison, Wisconsin 53713

Format Book

Developmental Level Severely handicapped

Content Areas Language and reading, math and community living

Goal To present an instructional model usable with severely handicapped students

Description

This collection is based on the Madison, Wisconsin, Public Schools' effort to develop programs for the severely handicapped. Based on actual classroom performance of students, the system has been able to verify the application of several different approaches to programming for the severely handicapped.

The volume begins with preliminary discussion of such general topics as the effect of overinclusion and overexclusion, teacher training, and the needs of researchers. The language and reading section includes programs on expressing selected singular pronouns, reading chart stories, and comprehending simple phrases. A math skill sequence and finger manipulation methods for addition are discussed in the section on math skills. Home living skills, telephone use, and family life education are explained in the community living skills section. Each program provides information regarding the teaching procedures used and a discussion of program results.

The volume concludes with papers on child management and the speech intensity of retarded emotionally disturbed students.

Price $8.00

COMPETITIVE EMPLOYMENT SCREENING TEST AND TEACHING MANUAL

Author	Robert L. Schalock
Publisher	Mid-Nebraska Mental Retardation Services, Inc. P. O. Box 1146 518 East Side Boulevard Hastings, Nebraska 68901
Format	Two manuals
Developmental Level	Developmentally disabled adults
Content Areas	Job-related skills, responsibility toward work, work performance, behavior in the job situation, and personal appearance
Goal	To provide: 1. An objective screening test to evaluate each target behavior 2. A developmentally sequenced list of target behaviors which when remediated or present, combine to produce functional behavior 3. Specific teaching objectives, remediation techniques, and materials for each target behavior 4. A suggested movement cycle for each target objective

Description

The Competitive Employment Screening Test (CEST) presents the evaluation procedures and pass criterion for each of the target behaviors considered essential for a client to work competitively. The target behaviors are grouped into the five areas listed above.

The Competitive Employment Teaching Manual (CEMT) contains suggested teaching techniques for a number of behaviors which are essential for successful work behavior. The author recommends that the following sequence be followed to provide remediation using these materials:

1. A baseline should be run on the desired target behaviors for at least 5 days, using either a frequency, interval, or time-sampling recording technique. If, however, the trainer goes directly from the CEST to programming, the CEST data may be used for the baseline.
2. Reinforcers should be chosen that are effective for the client.
3. A program should be written that specifies the target behavior, program events, what will be recorded, the acceleration-deceleration cycles, the desired-undesired behaviors, and the consequences of each.
4. The client should be initially reinforced on a continuous basis, but the teacher should fade from fixed to variable reinforcement schedules and from primary to secondary reinforcers as soon as possible.

Each area and subarea of the CEMT is arranged sequentially and should be used in order. The format is arranged so that the target behavior, which was evaluated using the Competitive Employment Screening Test (CEST), is presented first, followed by the teaching objective, teaching materials, and teaching

Description (Continued)

techniques for the teaching objective. Specific step-by-step directions are given in the manual for conducting a training session.

Price	$9.00

CURRICULUM GUIDE FOR TRAINABLE M/R CHILDREN: PRIMARY CURRICULUM GUIDE

Developer	The staff of Duquesne University
Publisher	Mafex Associates, Inc., Publishers 90 Cherry Street - Box 519 Johnstown, Pennsylvania 15902
Format	Book
Developmental Level	Trainable mentally retarded children
Content Areas	Social skills, self-care, gross/fine motor skills, auditory perception, language arts, math, music, art
Goal	To provide a primary-level curriculum guide for trainable mentally retarded children

Description

This curriculum guide consists of 156 pages covering the specific content areas necessary for learning at the primary level. It presents:

General and specific training objectives
Numerous teaching experiences and activities
Resource tools
Record/Rating sheets at the end of each section

Price	$7.95

CURRICULUM GUIDE FOR TRAINABLE M/R CHILDREN: INTERMEDIATE CURRICULUM GUIDE

Developer	The staff of Duquesne University
Publisher	Mafex Associates, Inc., Publishers 90 Cherry Street - Box 519 Johnstown, Pennsylvania 15902
Format	Book
Developmental Level	Trainable mentally retarded children
Content Areas	Communication skills, social and personal competence, physical development, economic usefulness, safety, leisure time, manners and moral development, self-help
Goal	To provide an intermediate-level curriculum guide for trainable mentally retarded children

Description

This curriculum guide consists of 161 pages covering the specific content areas necessary for learning at the intermediate level. It presents:

- General and specific training objectives
- Numerous teaching experiences and activities
- Resource tools
- Record/Rating sheets at the end of each section

Price	$7.95

CURRICULUM GUIDE FOR TRAINABLE M/R CHILDREN: SECONDARY CURRICULUM GUIDE

Developer	The staff of Duquesne University
Publisher	Mafex Associates, Inc., Publishers 90 Cherry Street, Box 519 Johnstown, Pennsylvania 15902
Format	Book
Developmental Level	Trainable mentally retarded children
Content Areas	Motor, functional, self-care, and social skills; language and communication activities; aesthetic appreciation
Goal	To provide a secondary-level curriculum guide for trainable mentally retarded children

Description

This curriculum guide consists of 149 pages covering the specific content areas necessary for learning at the secondary level. It presents:
- General and specific training objectives
- Numerous teaching experiences and activities
- Resource tools
- Record/Rating sheets at the end of each section

Price	$7.95

DAILY SENSORIMOTOR TRAINING ACTIVITIES: A HANDBOOK FOR TEACHERS AND PARENTS OF PRESCHOOL CHILDREN

Authors	William T. Braley, Geraldine Konichki, and Catherine Leidy
Publisher	Educational Activities, Inc. Freeport, New York 11520
Format	Manual
Developmental Level	Birth to 6 years
Content Areas	Sensorimotor skills
Goal	To provide skills that are essential to a young child's understanding and adjustment to the world of persons, things, and ideas

Description

The program covers 13 skill areas in the following order: body image, space and direction, balance, basic body movement, hearing discrimination, symetrical activities, eye-hand coordination, eye-foot coordination, form perception, rhythm, large and fine muscle coordination, and games. Each of these skill areas has a general goal statement, followed by a series of activities which have illustrations when appropriate. The manual is divided into a 34-week program with activities designated for each day of the week.

Price	$5.25

THE DESIGN AND IMPLEMENTATION OF AN EMPIRICALLY BASED INSTRUCTIONAL PROGRAM FOR YOUNG SEVERELY HANDICAPPED STUDENTS: TOWARD THE REJECTION OF THE EXCLUSION PRINCIPLE, PART III

Authors	Lou Brown, Nancy Schewerman, Stephanie Cartwright, and Robert York
Publisher	Bader School 501 East Badger Road Madison, Wisconsin 53713
Format	Book
Developmental Level	Young severely handicapped students
Content Areas	Basic language, reading, and math skills
Goal	To present an instructional model that is applicable for use with young severely handicapped students

Description

As part of a project to conduct classes for 14 severely handicapped students, the staff of a Madison, Wisconsin, school prepared this volume of programs conducted during the 1972-73 school year. It provides complete information on the students, classroom schedules, classroom arrangements, and evaluation forms. Detailed information on the teaching procedures used in each classroom's program is included. The programs presented include following directions, identifying colors, discriminating shapes, and labeling. More complex skills are also covered in programs on initial sight word reading, number counting, and basic alphabet skills. Other programs presented are location concepts, prewriting skills, and behavior modification.

Price	$8.00

THE DEVELOPMENT AND IMPLEMENTATION OF A PUBLIC SCHOOL PREVOCATIONAL PROGRAM FOR TRAINABLE RETARDED AND SEVERELY EMOTIONALLY DISTURBED STUDENTS, PART I

Authors	Lou Brown and Ed Sontag
Publisher	Badger School 501 East Badger Road Madison, Wisconsin 53713
Format	Book
Developmental Level	Trainable retarded and severely emotionally disturbed children
Content Areas	Academic skills, home living skills, prevocational skills
Goal	To present an instructional model useful with trainable retarded students

Description

Information on the development and implementation of a prevocational program for trainable children, which includes severely handicapped students, is provided in this report, which was conducted at the Badger School in Madison, Wisconsin. The report begins with a discussion of the teaching methods and assumptions of the program and continues with an explanation of the use of behavioristic task analysis. Specific prevocational behaviors, such as assembly line production rates, and the quality, quantity, and durability of work performance are explored.

In addition, the report gives details on the home living skills program, with the development of cooking, housekeeping, and laundry skills emphasized. Also discussed in the report are the academic skills of a basic sight vocabulary, reading, addition, and language, along with leisure and social skills.

Price	$8.00

DEVELOPMENTAL SEQUENCES OF PERCEPTUAL MOTOR TASKS

Author	Bryant Cratty
Publisher	Educational Activities, Inc. Freeport, New York 11520
Format	Book
Developmental Level	Trainable and educable mentally retarded children
Content Areas	Perceptual motor tasks
Goal	To provide developmental sequences of perceptual motor tasks based on research which indicates that activities involving concrete objects and action enhance the learning of severely and trainable retarded children

Description

The author describes the characteristics of Down's Syndrome, trainable and educable mentally retarded children in relation to body image, balance, throwing and catching balls, agility, and games. A set of teaching guidelines is provided in subjects such as practice schedule, who should teach, and guided discovery.

There are descriptions of sequenced activities on body image, balance, locomotion, strength, catching and throwing balls, moving and thinking, agility and manual abilities. Each activity is preceded by introductory material on its subject and is followed by separate activities. Many activities are accompanied by drawings showing how to accomplish the activity. Each activity area also has a summary statement which includes further suggestions related to the skill learned.

The final chapter makes organizational suggestions for the establishment of a program. A glossary and bibliography are included.

Price $3.25

EARLY CHILDHOOD EDUCATION: AN INDIVIDUALIZED APPROACH TO DEVELOPMENTAL EDUCATION

Author	David L. Lillie
Publisher	Science Research Associates, Inc. 259 East Erie Street Chicago, Illinois 60611
Format	Book
Developmental Level	Two to 5 1/2 years
Content Areas	Gross and fine motor coordination, visual perception, reasoning, expressive and receptive language
Goal	To present the Developmental Task Instructional System which stresses the importance of both content (what to teach) and method (how to teach) in teaching preschool children from 2 to 5 1/2 years old

Description

The four components of the system--assessment of the child, establishment of instructional objectives based on the assessment, selection of activities, and structure of the learning situation--are explained, using the Carolina Developmental Profile as an example. The entire profile is provided in the appendix. The text describes in detail the area of assessment and includes an annotated bibliography of preschool assessments.

Through discussion and suggested activities, the book explores the following skill areas: gross and fine motor coordination, visual perception, reasoning, expressive and receptive language. The book discusses ways in which the curriculum can be adapted for use with handicapped students, and the need for a parent program is explored as an important part of a preschool program. Each chapter contains readers' objectives and a set of exercises to check the learning of the reader.

Price	$9.95

EATING WITH A SPOON: HOW TO TEACH YOUR MULTIHANDICAPPED CHILD

Authors	Mary Bowman, et al. Revised by Jean Pennucci, et al.
Publisher	Ohio State University Press 2070 Neil Avenue Columbus, Ohio 43210 National Center on Educational Media and Materials for the Handicapped, Publication #NC-75.906
Format	Book
Developmental Level	Children who have coordination difficulties, muscular weakness, or general delay of mental or motor functions
Content Areas	Eating with a utensil
Goal	To aid parents of handicapped children in teaching the child to eat with a utensil

Description

With the guidance of a qualified professional, a parent can use this book to help a child learn to eat. The book uses a practical, common-sense approach and is written in clear, easy-to-understand language. It should be emphasized that this book will not answer the special needs of the severely handicapped or provide material about the early stages of finger feeding that come before the spoon-feeding level of development.

The book is based on the philosophy that teaching a child to eat should be done at the usual eating place and at the regular family mealtime. This is most natural.

A preliminary test is provided, along with pictures, charts, and examples to facilitate parent use. Guidance is given throughout the lessons regarding when parents should help the child or when they should watch.

Price $3.50

EBSCO, IEP-1, PERSONAL COMPETENCIES

Authors	Numerous classroom teachers
Publisher	EBSCO 1230 First Avenue North Birmingham, Alabama 35203
Format	Kit: Approximately 160 instructional method cards, 2 cards of teacher instructions, and a pad of 50 profile tracking charts
Developmental Level	Students who function as severely and profoundly handicapped and low-functioning trainable mentally retarded
Content Areas	Personal competencies, self-help skills
Goal	To provide instructional exceptional prescriptions and instructional method cards for the teacher of the severely and profoundly impaired

Description

The IEP-1, Personal Competencies Program provides cards with hundreds of proven, sequenced instructional methods in the areas of:

- Toothbrushing
- Nose Blowing
- Personal Safety
- Self-Awareness
- Social Speaking
- Gross Motor A
- Gross Motor B
- Eating
- Social Eating
- Drinking
- Toileting
- Grooming
- Dressing
- Undressing

Each instructional card contains:

- The long-term goal area
- A short-term instructional objective
- A list of instructional methods
- Prerequisite skills necessary
- Resources needed (resources and materials that would normally be found in a classroom)

All instructional objectives are listed on a form to allow for easy data collection. These Profile Tracking Charts are provided in pads of 50 in the kit. All teacher instructions are provided on 2 cards at the front of the kit. Also included is a card of general instructional suggestions for the teacher.

The EBSCO, IEP-1, is easily accessed through any assessment utilized.

Price	$89.00

EBSCO, IEP-2, PROGRAM ON BEHAVIORAL, ATTITUDINAL AND PRE-ACADEMIC COMPETENCIES

Authors	Numerous classroom teachers
Publisher	EBSCO 1230 First Avenue North Birmingham, Alabama 35203
Format	Kit: Approximately 180 instructional method cards, 2 cards of teacher instructions, and a pad of 50 profile tracking charts
Developmental Level	Special education students of junior high school age, students who function at the higher range of trainable mental retardation, and young mildly impaired students with behavioral disorders
Content Areas	Behavioral, attitudinal, and preacademic competencies
Goal	To provide instructional exceptional prescriptions and instructional method cards for the teacher of the severely and profoundly impaired

Description

The IEP-2, Program on Behavioral, Attitudinal and Pre-Academic Competencies provides cards with hundreds of proven, sequenced instructional methods in the areas of:

- Handwriting
- Eye Motor Coordination
- Functional Arithmetic
- Reasoning
- Auditory Perception
- Sensory Perception
- Listening
- Adaptive Behavior
- Self-Control
- Person-to-Person Relations
- Attention Span
- Task Completion
- Attendance/Punctuality
- Honesty
- Self-Confidence

Each instructional card contains:

- The long-term goal area
- A short-term instructional objective
- A list of instructional methods
- Prerequisite skills necessary
- Resources needed (resources and materials that would normally be found in a classroom)

All instructional objectives are listed on a form to allow for easy data collection. These Profile Tracking Charts are provided in pads of 50 in the kit. All teacher instructions are provided on 2 cards at the front of the kit. Also included is a card of general instructional suggestions for the teacher.

The EBSCO, IEP-2, is easily accessed through any assessment utilized.

Price	$89.00

EDUCATION AND CARE OF MODERATELY AND SEVERELY RETARDED CHILDREN

Authors Gerald D. Alpern and Thomas J. Boll

Publisher Special Child Publication
% Straub Publishing Company
4535 Union Bay Place, N.E.
Seattle, Washington 98105

Format Book

Developmental Level Moderately and severely retarded children

Content Areas Physical and motor development, communication and language development, behavior modification and precision teaching, discipline, personal appearance and hygiene

Goal To provide specific guides, hints, curriculum ideas, and procedures for teaching children who have severe learning handicaps

Description

The volume includes a chapter on each of the content areas. Each chapter presents an overview of the subject and provides additional data to prepare the teacher. Specific problem situations are described, and teaching hints and developmental sequences of skill behaviors are provided.

The glossary defines all items used in the "Curriculum and Activity" section, which contains more than 150 activities related to the five major categories of skills in such subskill areas as art activities, grooming, eating, auditory training, and large muscle development. Each activity is described, information and the age level, aims, and purpose of the activity are included. All activities are indexed alphabetically and by subject areas.

Price $12.50

AN EDUCATION CURRICULUM FOR THE MODERATELY, SEVERELY AND PROFOUNDLY MENTALLY HANDICAPPED PUPIL

Author	Jane L. Adams
Publisher	Charles C. Thomas, Publishers 301-327 East Lawrence Avenue Springfield, Illinois 62717
Format	Book
Developmental Level	Moderately, severely, and profoundly handicapped pupils
Content Areas	Self-help, cognitive, physical-motor, and socialization skills
Goal	To report the techniques and procedures used to train students in the four content areas, based on actual classroom experiences

Description

Each of the first four chapters contains a discussion of the classroom, class objectives, supplementary programs for specific disabilities, teaching procedures, class schedule, and other related activities. The teaching procedures are broken down into definition of the task, materials, and teaching steps.

The last two chapters describe the techniques for using behavior modification to create a relevant classroom environment and discuss the techniques of an expressive language problem for the partially verbal or nonverbal child.

Price	$5.95

EDUCATIONAL RHYTHMICS FOR MENTALLY AND PHYSICALLY HANDICAPPED CHILDREN

Authors	Ferris and Jennet Robins
Publisher	Association Press 291 Broadway Van Nuys, California 91409
Format	Book
Developmental Level	Trainable retarded, educable retarded, slow learners, blind, deaf, and other physically handicapped
Content Areas	Rhythmics
Goal	To present a methodical step-by-step procedure for the use of rhythmic movement in relation to music to aid in the educational process of special children

Description

The 75 activities are coded according to the handicapping condition most effectively trained by the special activity. The activities are divided into 18 categories, including balance, colors, coordination, counting, concentration, directions, left and right meditation, nature, poise, rhythm, running, social behavior, speech improvement, spelling, time, walking, and writing.

The manual begins with descriptions of the recommended observation and teaching methods, covering such topics as duration of the lesson, dressing for the lesson, size of the group, discipline, and incentives. Each activity has a listing of steps which is accompanied by drawings or photos illustrating these steps. The activities are keyed to records which are available from Russell Record, Inc., P. O. Box 3318, Ventura, California 93003. The last section provides additional suggestions on working with the physically handicapped.

Price	$9.95

FAY'S FIRST FIFTY: ACTIVITIES FOR THE YOUNG AND THE SEVERELY HANDICAPPED

Author Fay Bennett Anderson

Publisher

FACT
3701 Lexington Drive
Augusta, Georgia 30906

Edmark Associates
13241 Northup Way
Bellevue, Washington 98005

Format Book

Developmental Level Nursery and kindergarten ages, learning disabled, and the young or severely retarded and multihandicapped

Content Areas Table activities and physical activities

Goal To meet the needs of teachers of the target populations by providing a variety of quiet table activities and physical activities

Description

This activity book contains 25 table activities and 25 physical activities indexed according to 143 descriptors in the two broad categories of "Body Movement Skills" and "Concepts and Mental Skills". The "Material and Equipment Index" has a list of 114 no-cost or low-cost materials indexed to the activities.

Also included is a cross index listing each activity listing each activity, the physical and mental areas each aids, and the materials suggested for each activity.

Price $5.75

Also available:

FAY'S SECOND FIFTY	$5.75
FAY'S THIRD FIFTY	$5.75
FAY'S FOURTH FIFTY	$6.25

A GUIDE FOR THE INSTRUCTION AND TRAINING OF THE PROFOUNDLY RETARDED AND SEVERELY MULTI-HANDICAPPED CHILD

Author	Thomas Ball
Publisher	California State Department of Education Division of Special Education Sacramento, California
Format	Book
Developmental Level	Profoundly retarded and severely multihandicapped children
Content Areas	Ambulation, stimulation, communication, self-help skills, imitation, and behavior problems (self-destructive behavior, aggression and blindism)
Goal	To serve as a resource and guide for teachers of profoundly retarded and severely multihandicapped children

Description

The major portion of the document consists of instructional plans which provide examples of activities and programs in specific curriculum areas and which are intended as guides to curriculum planning.

Each instructional plan states objectives, prerequisites, instructional methods, and learning activities, and is followed by a critical commentary identifying strong points and difficulties perceived in the plan.

A final section discusses theoretical considerations involved in a philosophy of curriculum planning. (ERIC abstract)

Price	Cost data not available

GUIDE TO EARLY DEVELOPMENTAL TRAINING

Authors	James Tilton, Donna C. Liska, and Jack Bourland
Publisher	Wabash Center Sheltered Workshop 2000 Greenbush Street Lafayette, Indiana 47904
Format	Book
Developmental Level	One month to 6 years
Content Areas	Perceptual-motor, cognitive, language, self-care, and numbers skills
Goal	To help the trainer establish a program for the developmentally young by providing developmentally sequenced activities for students in the age range of 1 month to 6 years

Description

The general introduction provides hints and suggestions about program organization. Through the use of descriptive information, developmental charts, checklists, and lists of activities, the skills of perceptual-motor, cognitive, language, self-care and numbers are discussed. The format of the activities vary, but each activity has objectives, procedures, and evaluation techniques. Each skill section has an accompanying assessment checklist of subskills which is coded to the appropriate page of training activities. The Guide also includes a bibliography, glossary of terms, inventory of training goals, training prescription forms, and an equipment list.

Price	$9.00

HIP ACTIVITY MANUAL: DIRECTING ACTIVITIES FOR PROFOUNDLY AND SEVERELY RETARDED CHILDREN

Authors	Linda Miller and Mary Trainor
Publisher	Pacific State Hospital Pamona, California
Format	Manual
Developmental Level	Profoundly and severely retarded children
Content Areas	Basic toys and games, classroom therapy, educational toys, arts and crafts, physical activity, playground and swimming
Goal	To provide an activity manual for use with the lowest functioning students to satisfy a federal grant

Description

Based on the project results and experiences, the manual begins with a description of the learning behaviors of a retarded child and with an explanation of the programming techniques used by the cottage staff in establishing training schedules.

The next parts of the manual describe, through the use of narrative material, the use of activities in the content areas mentioned above. Each activity section includes an introduction, equipment needs techniques, and evaluation.

The rest of the manual describes programs and gives suggestions for integration of these students into other programs and the use of community experiences.

Price	Cost data not available

INDEPENDENCE TRAINING: A SEQUENTIAL PROGRAM OF INSTRUCTION IN DAILY LIVING SKILLS FOR THE DEVELOPMENTALLY IMMATURE

Authors	Robert M. Burger, Lester Mann, Sheila M. Buckley, and Marian L. Hekade
Publisher	Western Psychological Services 12031 Wilshire Boulevard Los Angeles, California 90025
Format	Kit: Book 1, UNDERWEAR AND FOOTWEAR Book 2, INDOOR AND OUTDOOR CLOTHING Book 3, FASTENINGS Book 4, GROOMING AND SELF-CARE SKILLS Book 5, PARENT'S GUIDE 25 teacher's record sheets, 25 home record sheets
Developmental Level	Trainable, educable, severely, or profoundly retarded; emotionally disturbed or learning
Content Areas	Ninety-eight basic self-care skills
Goal	To provide a detailed program of instructional steps and tests for teaching the basic self-care skills

Description

Each task is analyzed into its component steps to facilitate instruction and adaptation to different situations. Each skill is presented in a unique branching format which makes the sequential flow from step to step easy to follow.

The curriculum is self-sufficient and no additional materials are required. The Teacher's Record Sheet provides a simple method to follow each child through all 98 self-care tasks and includes a toilet-training record. The Home Record Sheet facilitates parents' record-keeping of dates on which various tasks were performed and also includes a toilet-training record.

Each curriculum is available in a 6" x 9" spiral bound book. Also available is a Parent's Guide, which is intended to allow parents to participate in the program and to reinforce newly learned skills at home.

The curriculum is recommended for use with programs for the developmentally disabled in classrooms, institutions, rehabilitation centers, and clinics.

Price	$45.00

INDEPENDENT LIVING SCREENING TEST AND TEACHING MANUAL

Author Robert L. Schalock

Publisher Mid-Nebraska Mental Retardation Services, Inc.
P. O. Box 1146
518 East Side Boulevard
Hastings, Nebraska 68901

Format Two manuals

Developmental Levels Developmentally disabled adults

Content Areas Personal maintenance, clothing care and use, home maintenance, food preparation, time management, social behavior, community utilization, communication, functional academics

Goal To provide:

1. An objective screening test to evaluate each target behavior
2. A developmentally sequenced list of target behaviors which, when remediated or present, combine to produce functional behavior
3. Specific teaching objectives, remediation techniques, and materials for each target behavior
4. A suggested movement cycle for each target objective

Description

The Independent Living Screening Test (ILST) presents the evaluation procedure and pass criterion for each of the target behaviors considered essential for a client to live independently. The ILST should be used in conjunction with the Independent Living Teaching Manual.

The Independent Living Teaching Manual (ILTM) contains suggested teaching techniques for a number of behaviors which are essential for normalized behavior. The conceptual framework underlying the development of the manual includes a number of learning/response deficits and/or disabilities. Desired behaviors are task analyzed into their developmentally sequenced subparts, which become target behaviors for remediation. Remediation involves specifying the target behavior, evoking it in the client, and then reinforcing its appearance so that it becomes a part of the client's behavioral repertoire.

Each area and subarea of the ILTM is arranged sequentially, and remediation activities should progress from #1 within each subarea to the final number within that subarea; and from subarea A to B, to C, etc. The format is arranged so that the target behavior, which was evaluated using the screening test, is presented first, followed by the teaching objective, teaching materials, and teaching techniques for the teaching objective. Specific step-by-step directions are given in the manual for conducting a training session.

Price $9.00

INITIAL EXPRESSIVE LANGUAGE PROGRAM

Authors	John J. McDonnell, H. D. Fredericks, and David Grove
Publisher	Teaching Research Publications Monmouth, Oregon 97361
Format	Kit: Teacher's Manual, Student Placement Tests and Data Sheets, more than 300 picture cards
Developmental Level	The handicapped student of any chronological age who has no language or speaks in phrases of less than five words
Content Areas	Expressive language
Goal	To provide teachers and parents with language material which can be used to train handicapped children in expressive language

Description

The objective of the program is to teach the student to speak in phrases consisting of more than five words. There are eight sections in this language program:

- Establishment and Maintenance of Eye Contact
- Motor Imitation
- Motor and Vocal Imitation
- Verbal Imitation of Consonants and Vowels
- Verbal Imitation of Consontnat and Vowel Chains
- Verbal Imitation of Words
- Identification of Objects and Action Words
- Word Chaining through Imitation

The Teacher's Manual includes a general overview of the principles of learning involved in the application of this program. Also, there are sections which give the functions and directions for use of both the Student Placement Tests and the Data Sheets.

For each of the eight phases of the program, the trainer is provided the following information:

- Terminal behaviors
- Prerequisite behaviors
- Materials required
- Procedure (introduction, recording the data, cues, placement in phase, progression through steps, alternative treatment approach, steps, transfer of learning, consequating)

The kit also contains over 300 picture cards which are required in various phases of the program.

Price	$25.00

INNOVATIVE INEXPENSIVE INSTRUCTIONAL MATERIALS

Developer	The staff of the Lexington Child Development Center of UCPB
Publisher	United Cerebral Palsy of the Bluegrass, Inc. P. O. Box 8003 Lexington, Kentucky 40503
Format	Manual
Developmental Level	Preschool handicapped
Content Areas	Preceptive and expressive language, gross and fine motor coordination, and cognitive skills
Goal	To provide a collection of activities useful in working with the preschool handicapped

Description

The activities are a combination of original ideas and selections from other published sources which have proven their usefulness. The authors report the multipurpose nature of many activities by indicating how a particular activity may contribute to several areas of development.

The eight miniunits located in the manual include such topics as "Seasons" and "The Environment" and are related to specific educational objectives. All activities presented in the manual have materials lists and an indication of purpose.

The final section has songs, finger plays, poems, and games which are within the manual's areas of development.

Price	$4.00

INSTRUCTIONAL PROGRAMMING FOR THE HANDICAPPED STUDENT

Authors	Daniel R. Anderson, Gary D. Hodson, and Willard G. Jones
Publisher	Charles C. Thomas, Publisher 301-327 East Lawrence Avenue Springfield, Illinois 62717
Format	Book
Developmental Level	Severely handicapped students
Content Areas	Appearance, arithmetic, attending, cleanliness, concept, domestic and vocational, dressing, eating, miscellaneous, motor, sight vocabulary, socialization, speech and language, toileting, and writing skills
Goal	To provide professional persons who provide direct educational services to the handicapped and those who train others to work with the handicapped student an extensively validated training program in behavior management skills suitable for use in a variety of educational settings

Description

More than 100 validated instructional programs appropriate for use with the handicapped student are presented. Emphasis throughout these programs is on the development of fundamental behavioral skills often lacking in the more severely handicapped student. Physically, the text is divided into three parts:

Part I deals with developing sound instructional programs for the purpose of either eliminating undesirable student behaviors or developing new and desirable ones.

Part II consists of an anthology of instructional programs appropriate for use with the handicapped student.

Part III contains an annotated bibliography of references to commercially available instructional programs, journal articles, and textbooks which discusses techniques useful for modifying a wide variety of student behaviors.

Price $16.18

ISN'T IT TIME HE OUTGREW THIS? OR A TRAINING PROGRAM FOR PARENTS OF RETARDED CHILDREN

Authors	Victor L. Baldwin, H. D. Bud Fredericks, Gerry Brodsky
Publisher	Charles C. Thomas, Publisher 301-327 East Lawrence Avenue Springfield, Illinois 62717
Format	Book
Developmental Level	Retarded children
Content Areas	Feeding, dressing, toilet training, hygiene, speech, walking, motor development, and academics
Goal	To provide parents with prescriptions, methods, techniques, gimmicks and whatever is needed to assist them to teach their child

Description

The text contains programs in the eight areas listed above. Parents may implement the programs alone or in conjunction with a teacher or counselor. The authors recommend that child progress be measured daily and that data be recorded on charts and/or equal interval graphs.

General information concerning task analysis, behavioral techniques, and evaluation is included.

Price	$8.95

THE KARNES EARLY LANGUAGE ACTIVITIES

Author	Merle B. Karnes
Publisher	GEM Generators of Educational Materials, Enterprises P. O. Box 2339 Station A Champaign, Illinois 61820
Format	Kit: Teacher's Manual, 200 activity cards
Developmental Level	Children functioning at the 18- to 36-month level in language
Content Areas	Four areas of language skills - motor, visual, auditory, and verbal
Goal	To assist professionals, paraprofessionals, or parents in center or home-based day care and preschool programs, and teachers of handicapped children in the initial stages of language development

Description

The Karnes kit is a set of 200 activity cards divided into four areas of language skills: motor, visual, auditory, and verbal. The cards contain 1,000 activities which are arranged in order of difficulty within a category and across categories.

Each activity card has a lesson plan format which includes:
- Behavioral objectives
- Materials, whether teacher-made or commercially available
- Procedures which explain setting, appropriate interaction, reinforcement, and other hints
- Criteria of performance to be met
- Activities to strengthen and help maintain the objective

The manual includes a format for recording progress of the student based on the master sequencing of the activities across objectives. Also included are sections on adaptations, techniques to stimulate language development, suggestions for successful lessons, and management techniques.

Price	$40.00

KOONTZ CHILD DEVELOPMENT PROGRAM: TRAINING ACTIVITIES FOR THE FIRST 48 MONTHS

Author	Charles W. Koontz
Publisher	Western Psychological Services 12031 Wilshire Boulevard Los Angeles, California 90025
Format	Paperbound text including all instructions for establishing level of functioning and all the remedial activities, 25 record cards
Developmental Level	One to 48 months
Content Areas	Gross and fine motor coordination, social and language skills
Goal	To provide an individualized program for evaluating and improving the development of normal children and the retarded

Description

The child is rated by his parent, teacher, or therapist by checking off specific behaviors observed during the child's normal activity. This establishes the level of functioning in each of the content areas.

The text presents concrete developmental activities for each age level to improve performance in all four areas evaluated. There are suggested modifications for the activities to facilitate their use with the hearing and vision impaired. To increase ease of use, the activities are divided in a way that makes it possible to have different developmental age levels of each of the four areas appear at the same time so the child who is functioning at different levels in the four different areas can have all of his/her appropriate activities visible at the same time.

Price	$15.00

LANGUAGE ACQUISITION PROGRAM FOR THE RETARDED OR MULTIPLY IMPAIRED

Author	Louise R. Kent	
Publisher	Research Press 2612 North Mathis Avenue Champaign, Illinois 61820	Edmark Associates 13241 Northup Way Bellevue, Washington 98005
Format	Manual	
Developmental Level	Severely retarded children	
Content Areas	Language	
Goal	To provide an operational manual for the teaching of language to severely retarded children	

Description

The program consists of a variety of tasks which are sequenced according to presumed difficulty. Within three major sections, "Pre-Verbal", "Verbal-Receptive" and "Verbal-Expressive," are several phases which are further analyzed into parts. The "Pre-Verbal" section deals with the acquisition of prerequisite attending behaviors and motor imitation. The "Verbal-Receptive" and "Verbal-Expressive" sections include selected receptive and expressive skills such as pointing to body parts, finding objects named, naming colors, and counting disappearing objects. The language may either be oral or manual depending on the handicapping conditions and the age level of the student.

The manual includes complete instructions for each part of the program. These instructions include an initial inventory, test-teach procedures, final inventory and retention checks (this includes criteria level where applicable), pre-session preparation, and data recording.

The entire system is based on training procedures that involve the principles of reinforcement theory. Through the use of a token economy, the system increases the likelihood that certain behaviors will recurr and be maintained.

Price $6.95

LANGUAGE PROGRAM FOR THE NON LANGUAGE CHILD

Authors	Burl B. Gray and Bruce Ryan	
Publisher	Research Press 2612 North Mathis Avenue Champaign, Illinois 61820	Edmark Associates 13241 Northup Way Bellevue, Washington 98005
Format	Book	
Developmental Level	Nonverbal or nonlanguage children	
Content Areas	Receptive and expressive language	
Goal	To present a behavioral interpretation of language, a resultant teaching strategy, and data from eight years of experience with the method	

Description

This book was written for students, teachers, and researchers. The first chapter presents the critical concepts of behaviorally based language training and develops the basic teaching strategy of programmed conditioning. Chapters 2 and 3 detail the programmed conditioning and describe the entire protocol for the language training strategy. The strategy moves the child from simple to complex tasks and allows for the development of a social language through acquisition of a minilanguage. Chapter 4 presents the data and findings of the eight years of research with the program. In the last chapter the author speculates through the use of a behavioral model on the nature and future development of language research.

Price	$6.95

LEARNING LANGUAGE AT HOME

Developer	Merle B. Karnes
Publisher	The Council for Exceptional Children Publication Sales 1920 Association Drive Reston, Virginia 22091
Format	Kit: 200 sequenced lesson cards, manual, progress forms
Developmental Level	Three to 5 years
Content Areas	Learning to do, look, listen, and tell
Goal	To help parents foster the language development of their child

Description

Lessons are clearly written to help parents understand and carry out each activity with ease. The materials used in the lessons comprise ordinary household items or can be obtained or made with minimal expense or expenditure of time. Each lesson card contains the following:

- The *objective*, so the parent recognizes the purpose of the activity
- The materials needed to teach the lesson
- Specific suggestions for teaching the lesson
- Suggestions as to other activities to use to reinforce or extend the skills taught in the lesson

There are 50 lessons in each of the four skill areas. Each lesson includes four reinforcement and extension activities. The manual gives specific suggestions for ensuring the success of each lesson. It also includes the *Record of Progress* forms which can be duplicated, listing all 200 activities by objective, skill area number, and master sequence number.

The kit may be implemented with parents of normal children as well as with parents of handicapped children. It may also be useful for teachers, paraprofessionals, and teacher aides.

Price	$35.00

LEARNING STAIRCASE

Authors	Lila Coughran and Marilyn Goff
Publisher	Learning Concepts 2501 North Lamar Austin, Texas 78705
Format	Kit: Administrator's manual, 568 task cards for 20 modules, assessment inventory systems (AIS), report forms for parents, and grid pad for record keeping
Developmental Level	Three to 6 years
Content Areas	Language, cognitive, motor, and self-help skills
Goal	To provide accurate and specific diagnosis of individual children. To provide a planned and systematic individualized curriculum based on prescriptions derived from these diagnoses. To provide for evaluation of the results of the program to aid in further placement and/or programming for each child and to aid in accountability procedures if needed.

Description

The 20 curriculum modules included in the Learning Staircase program are:

- Toilet Training
- Pre-Verbal
- Gross Motor
- Fine Motor
- Body Image
- Spatial Relationships
- Colors
- Adjectives
- Verbal Comprehension
- Verbal Expression
- Vocabulary
- Same and Different
- Classification
- Time
- Sequence
- Number Concepts
- Reading Readiness
- Auditory Memory
- Auditory Perception
- Visual Memory

Each module is composed of a number of tasks or objectives (ranging in number from 9 to 82 per module). Each task is presented on a separate task card which contains:

- The objective, or task, which states what the child will be able to do upon completion of the task.
- The approximate developmental age, which indicates the typical age at which most children accomplish the task.
- The method for teaching the task.
- The criterion, or standard, by which success for that task may be judged.
- Specific materials to be used to implement the method.

The teacher's guide provides the teacher with a management system for implementing the total program. It also provides relevant references for each of the curriculum modules. The two appendices contain a scope and sequence of

LEARNING STAIRCASE (Continued)

Description (Continued)

the total program which lists each module, the levels within each module, and the units and tasks within each level; and a listing of commercially available materials which could be used with each curriculum module.

Price $199.95 plus 7% postage and handling

LEISURE TIME ACTIVITIES FOR DEAF-BLIND CHILDREN

Authors Lillian Mikalonis, et al.

Publisher Edmark Associates
13241 Northup Way
Bellevue, Washington 98005

Format Book

Developmental Level Deaf-blind children

Content Areas Communication

Goal To provide nearly 100 separate projects, games, learning experiences, and activities especially planned and outlined for sharing and communicating with the deaf-blind child

Description

This book was developed and compiled by the deaf-blind project staffs of four California state hospitals; it is written clearly and without jargon. An atmosphere of affection and enthusiasm pervades all teaching activities, and the focus is always on student success. The activities presented in this manual are meant for parents, foster parents, aunts, uncles, brothers, sisters, and friends of deaf-blind children. These activities are created for leisure time, when the child is not engaged in a structured school program.

Some sample activities include:
- Mealtime - buttering bread, chewing, the sign for milk
- Grooming - brushing teeth, combing hair, baby powder, toilet training, etc.
- Dressing - pants, "T" shirt, zipper on pants
- Leisure Time Activities - body painting, buzzer box, crawling, busy surprise box, sorting, placing and pasting

Each activity page provides the following information:
- Name of the activity
- Purpose of the activity
- Materials needed
- Procedural steps to follow to teach the activity
- Observed behaviors
- Desired behavior

The back side of each activity provides space for jotting information on student performance which can function as a cumulative progress record and provide information useful in the selection of subsequent activities.

Price $12.95

LESSON PLANS FOR ENHANCING PRESCHOOL DEVELOPMENTAL PROGRESS (PROJECT MEMPHIS)

Authors	Alton D. Quick and A. Ann Campbell
Publisher	Fearon Publisher 6 Davis Drive Belmont, California 94002
Format	Notebook
Developmental Level	Early childhood remediation programs, birth to 5 years
Content Areas	Personal-social, gross and fine motor, language and perceptuo-cognitive skills
Goal	To complement the Project Memphis model and manual and to provide teachers and parents of students in remediation programs with lesson plans for enhancing progress

Description

These lesson plans provide a source of methodology and materials for teaching preschool children. They contain 260 structured plans and 260 lesson plan formats that allow teachers to create their own individualized programs. The 520 lesson plans and lesson plan formats are divided into five sections:

Personal-social skills (60 lesson plans and 60 lesson plan formats)
Gross motor skills (40 lesson plans and 40 lesson plan formats)
Fine motor skills (40 lesson plans and 40 lesson plan formats)
Language skills (60 lesson plans and 60 lesson plan formats)
Perceptuo-cognitive skills (60 lesson plans and 60 lesson plan formats)

The design of each lesson plan and lesson plan format is arranged so that it may assist in the planning of an individual program. Each lesson plan has:

A title, a number, and a skill area code
The lesson's purpose
The procedure
Additional activities
Additional equipment
Suggested criteria

The cross reference numbers found on some of the lesson plans indicate that the skill is found in more than one of the skill areas. On the reverse side of each lesson plan page is a lesson plan format which provides the opportunity for creative development of additional procedures to be used in teaching specific skills.

The commonality of developmental sequential growth makes it possible for the teacher to use the lesson plans of the MEMPHIS Model in conjunction with any other chosen form of evaluation and program planning.

Price	$24.95 $ 5.10 INSTRUMENTS FOR INDIVIDUAL PROGRAM PLANNING AND EVALUATION (3 forms and 2 guides) $ 3.75 Project MEMPHIS

MADISON'S ALTERNATIVE FOR ZERO EXCLUSION: A BOOK OF READINGS, VOLUME V

Authors	Lou Brown, Tim Crowner, Weston Williams, and Robert York
Publisher	Badger School 501 East Badger Road Madison, Wisconsin 53713
Format	Book
Developmental Level	Severely handicapped students
Content Areas	General programming, social skills, language skills, math and reading skills
Goal	To present an instructional model that is applicable for use with severely handicapped students

Description

This volume of papers is based on the work of the Madison (Wisconsin) Public Schools in programming for the severely handicapped. It is the editor's hope that many of the programs presented will assist others in starting such public school programs. The first part of the volume provides papers on conceptual models related to public school programs for the severely handicapped. These include the components of an instructional program for the severely handicapped, procedures of task analysis, and the evaluation of such programming. The second part presents a description and evaluation of programs used with the severely handicapped. The programs discussed include bus-riding, two procedures for responses to language cues, math skill sequence, labeling of unknown words, social interaction, and use of the yellow pages. Each article is very complete, giving not only an overview of the program, but also of details on the theoretical base, instructional procedures, evaluation formats, and any applicable experimental data. Each of these papers provide enough information that the replication, adaptation, or revision of them is possible.

Price $8.00

MANUAL OF ALTERNATIVE PROCEDURES: ACTIVITIES OF DAILY LIVING

Authors	James E. McCormack, Lee E. Vorderer, and Michelle A. Schuster
Publisher	Massachusetts Center for Program Development and Evaluation 10 Hall Avenue Medford, Massachusetts 02155
Format	Manual
Developmental Level	Mentally or physically handicapped children
Content Areas	Daily living skills including eating, dressing, toilet training, grooming, and housekeeping
Goal	To provide teachers and other service deliverers with information which will assist in the implementation of individualized educational plans

Description

This manual consists of three sections. The first, "Strategies for Teaching ADL Skills," provides an overview of the various strategies/tactics that can be used by teachers to help students acquire ADL skills; topics discussed include ADL assessment, reinforcement procedures, task analysis, instructional tactics (shaping, modeling), data collection/analysis, behavior management, and support activities. The second section consists of more than two hundred individual instructional sequences (e.g., the procedures used in a series of controlled training situations) designed to assist a learner to attain a specific skill. Although there are potentially hundreds of ways to achieve an objective, space restrictions permitted only one or two to be included for each objective. As a result, the sequences included should be thought of as core sequences that must be modified to meet individual needs.

Each instructional sequence contains the following components:
- Subskill and cluster (e.g., "DRESSING: SIMPLE CARE OF CLOTHES")
- Objective
- Prerequisite skills
- Materials required
- Recommended instructional approach
- Task analysis

The sequences are organized so as to follow the general outline of the Activities of Daily Living Section of the Educational Evaluation and Planning Package, Vol. 1. Therefore, they are organized by subarea (dressing, eating, toileting, grooming, and housekeeping) and skill cluster (takes off indoor/outdoor clothes, etc.).

The third section contains a reference list for each of the subareas. The references provided include media, articles, books, and training packages. A general reference section contains items that apply to more than one subarea.

Price	Cost data not available

MANUAL OF ALTERNATIVE PROCEDURES: MOTOR DEVELOPMENT

Authors	James E. McCormack, Lee E. Vorderer, Debra Hart, and Mary A. Fratto
Publisher	Massachusetts Center for Program Development and Evaluation 10 Hall Avenue Medford, Massachusetts 02155
Format	Manual
Developmental Level	Mentally or physically handicapped children
Content Areas	Gross and fine motor skills
Goal	To provide teachers and other service deliverers with information on programming, planning, and implementing training in motor skills for handicapped children

Description

This manual consists of six sections. The first, "Strategies for Teaching Motor Skills," provides an overview of the various strategies/tactics that can be used by teachers to help students acquire motor skills. Topics discussed include reinforcement procedures, task analyses, instructional tactics (shaping, modeling), data collection/analysis, behavior management, and support activities. The second section consists of more than 100 individual instructional sequences (e.g., the procedures used in a series of controlled training situations) designed to assist a student in attaining a specific skill. There are potentially hundreds of ways to achieve an objective, and all are equally valid until empirical data indicate the superiority of some to others. The teacher generally determines through task analysis, the steps the student must go through to move from the current level of performance to that required by the target skill. Once this is completed, the teacher selects the strategies and tactics to be used to help the student progress.

The sequences are organized so as to follow the general outline of the Motor Development section of the *Educational Evaluation and Planning Package, Vol. 1,* an assessment device used to pinpoint motor skills. Therefore, they are organized by subskill, with specific objectives in each skill area:

- Facial control
- Posture
- Locomotion
- Bowel and bladder control
- Head control
- Limb control
- Digital control

Before using the manual, teachers should read Section 1, "Instructional Intervention," to acquire a general understanding of the approaches and terms used in the manual. To use the "Instructional Sequences" section of the manual effectively, a teacher should establish specific objectives for a student. The objectives in these sections are grouped according to skill clusters.

Description (Continued)

Each skill plan contains the following sections:
Prerequisite skills
Recommended instructional approach
Available adaptive equipment
Relevant abstracts
Task analysis

The last section of the manual provides a glossary, descriptions of the relevant abstracts (materials and/or curriculum), descriptions and pictures of adaptive equipment, lists of manufacturers, and a bibliography.

Price	Cost data not available

MANUAL OF ALTERNATIVE PROCEDURES: RECREATIONAL ACTIVITIES

Authors	Mary A. Sliney and Karen E. Geelen
Publisher	Massachusetts Center for Program Development and Evaluation 10 Hall Avenue Medford, Massachusetts 02155
Format	Manual
Developmental Level	Generally applicable to all students, whether average or exceptional, and does not require verbal communication
Content Areas	Motor skills
Goal	To provide a comprehensive recreational training program that includes both specific teaching procedures and a package of systematically designed activity plans

Description

The teaching procedure reflects the use of a new teaching technology that is based on learning principles. Sections II and III give a brief introduction to some of the fundamental learning principles and a detailed outline of the teaching procedures. To assist the teacher who must provide individualized instruction in the context of a group setting, techniques for effective group management are also presented (Section IV). The majority of the manual is devoted to plans for recreational activities. Section V includes individual activities that are designed to teach one specific skill to a single student. Modifications following each plan allow the teacher to assist the student in developing the particular skill, thus expanding the students behavioral repertoire. Mastery of these skills provides the student with the prerequisite behaviors to engage in more complex activities in subsequent sections.

The combined activities (Section VI) incorporate two or more individual activities into one plan. For example, the student has been taught to kick a stationary ball. S/he also can go after a rolling ball and pick it up. These two skills are combined, requiring the student to kick and retrieve a ball.

The cooperative activities (Section VII) are designed for participation by two students. Each student is assigned a role which requires that at least one of the individual activities has been learned. For example, student one must be able to kick a stationary ball, and student two must be able to roll a ball and retrieve it. The teacher then gives instructions (the same instructions that were used in the individual activity plan) in a sequence that enables the student to play a modified "game."

The basic skills covered in the individual activities are: throwing, bouncing, rolling, catching, striking, kicking, moving, and balancing.

Description (Continued)

The activity plan for each activity, whether it be for individual activities, group activities, cooperative activities, or combined activities, includes:

- Specific behaviors
- Materials
- Arrangement
- Prerequisite behavior
- Correction procedure
- Teaching porcedure

Price Cost data not available

MARSHALLTOWN BEHAVIORAL PRESCRIPTION GUIDES

Authors	Arlene I. Keiser, Linda I. Smith, and Vicky L. Roecker
Publisher	Department of Special Education Marshall-Powenshiek Joint County School System 9 Westwood Drive Marshalltown, Iowa 50158
Format	Three guides and a Teacher's Manual
Developmental Level	Preschool handicapped and educationally deprived infants and children
Content Areas	Motor, communication, and social skills
Goal	To be used in connection with the Marshalltown Behavioral Developmental Profile and to provide a selection of activities in an intervention program

Description

The three guides on motor skills, communication skills, and social skills have coding identical to the *Marshalltown Behavioral Developmental Profile*. This assists the teacher to locate activities for a certain deficit item. The Profile and the Guides were developed to aid teachers and parents in the prescriptive teaching of these skills to preschool handicapped and educationally deprived infants and children.

Each page in the Guides includes the Profile number it is related to, a description of the Profile item, and a behavioral definition of the item. Several subobjectives are given, with multiple activities for each.

The complete set also has a manual which describes staff training procedures for the development of the Marshalltown approach with staff and parents.

Price $25.50

MASTER PROGRAM PLAN

Editor	Kathy Munn Fennell
Publisher	Austin/Travis County Mental Health/Mental Retardation Center Adult Developmental Center 815 West Elizabeth Austin, Texas 78704
Format	Book
Developmental Level	Severe-moderate adult mentally retarded persons
Content Areas	Personal management, domestic work skills, communication, numerical skills, independent travel, economic behavior, vocational skills, leisure time, physical development, special programs
Goal	To provide a master program plan for clients of the Austin/Travis County, Adult Developmental Center with task analyses of selected behaviors necessary for independent functioning

Description

Use of the MASTER PROGRAM PLAN begins with administration of the "Placement Test." This test is based on the 10 content/skill areas broken down into sequenced, desired terminal behaviors. From the results of the test, clients are placed into appropriate program objectives.

The curriculum consists of 400 lesson plans. Each lesson plan format contains the following information:

- Content/skill area
- Terminal objective title
- Prerequisite skills
- Objective title
- Criterion I (level of acceptable performance within the learning environment)
- Criterion II (level of acceptable performance where the skill would normally be performed)
- Materials
- Data collection (scoring directions)
- Instructional sequence
- Procedures

Price	$25.00

MURDOCH CENTER C & Y PROGRAM LIBRARY: A COLLECTION OF STEP-BY-STEP PROGRAMS FOR THE DEVELOPMENTALLY DISABLED

Authors	Andrew J. Wheeler, et al.
Publisher	Psychology Services Program Library Murdoch Center Butner, North Carolina 27509
Format	Set: Manual (includes instructions, staff training and monitoring package, list of programs), complete set of 350 programs, and 50 each of baseline and training data sheets
Developmental Level	Severely and profoundly retarded children and young adults
Content Areas	Self-help, residential, and social skills; and fine motor coordination; preacademics and academics
Goal	To develop a training system that: 1. Is usable by all training staff (regardless of academic background) at the Murdoch Center 2. Contains a simple and efficient method of data collection that does not require a great deal of time or paper 3. Contains a large number of programs at a very basic level and more complex skills broken down into very small steps 4. Contains programs written in enough detail that varied trainers could implement them in consistent fashion

Description

Virtually the only prerequisite for training staff in learning to use the system is fundamental literacy. The system is easily mastered because it contains only two general teaching methods: backward chaining and general shaping. The methods are unique in another aspect in that no verbal cuing is used in either method.

Another feature that leads to greater independence is the constant placement of stimuli. Because the initial command is only given once and is immediately followed by the student's performance, either cued or not, that verbal stimulus becomes discriminative for initiation of that performance. Also, reinforcers always follow the last step in the chain, not the actual step being trained.

The single data sheet can show up to 110 sessions' data on one side of a paper. It is self-graphing. Trainers complete their data sheet for each session by circling a letter that indicates degree of cuing or independence. No additional observer is required, and minimal time is needed for record keeping.

The collection has more than 350 programs, ranging from skills as simple as "Pick-up--Palmer" to "Use of Calculator." Programs are written so tightly that little ambiguity exists regarding what movement is required at each point of the program.

Description (Continued)

The programs are grouped into the seven categories listed above. Self-help, preacademics, and academics are divided into subcategories. The categories and subcategories for all programs are coded by letter abbreviations. The final part of most programs' code is a numeral, which provides a unique code for each program within an area.

Each program format contains the following:
- Task. The exact name of the program
- C & Y Program Library Number
- Page __of __. Indicates how many pages the program has
- Rev. Indicates revision date, if any
- Specific Target Behavior. The behavior goal
- General Instructions. The teaching method to be used
- Prereq. The prerequisites for the program
- Materials. Equipment and materials needed to carry out the program
- Goal or Step (Student Behavior). Task analysis of what the student will do
- Method (Trainer Behavior). The necessary actions of the trainer to produce the desired student behavior at each step

Price $30.00 Complete Set

NON-SLIP: NON-SPEECH LANGUAGE IMITATION PROGRAM

Authors	Joseph K. Carrier, Jr., and Timothy Peak
Publisher	H & H Enterprises, Inc. Box 3342 Lawrence, Kansas 66044
Format	Kit: Program Manual, Word Symbols, Symbolic Sentence Tray, Program Instruction Cards, Picture (Stimulus) Cards, Word Cards, and Data Sheets
Developmental Level	Students who have essentially no speech other than basic gestures or utterances
Content Areas	Communication
Goal	To help a trainer identify specific strengths and weaknesses in the learner's behaviors and to train the most critical requisite skills for language and communication

Description

Non-Slip is a mechanism to prepare nonspeech students for entrance into traditional communication programs. The Non-Slip Program Manual provides a description of prerequisite skills necessary for the program, including instruction on acquisition of those skills (i.e., manipulation of symbols). The authors give illustrations of adaptations which can be made to accommodate certain handicapping conditions.

The Non-Slip Program consists of 12 subprograms and includes a pre- and posttest for each. Also included in the manual is a set of recommendations for the transfer of the student into a regular communication or speech program.

Price	$238.00

PEABODY DEVELOPMENTAL MOTOR SCALES (REVISED EXPERIMENTAL EDITION)

Authors	Rhonda Folio and Rebecca F. Dubose
Publisher	IMRID Box 163 George Peabody College Nashville, Tennessee 37203
Format	Manual
Developmental Level	Birth to 7 years
Content Areas	Gross and fine motor skills
Goal	To provide a guide to gross and fine motor skills occurring between birth and 7 years of age

Description

With the use of the scales, the examiner can determine the current level of motor functioning of a student. Each skill represented in the scale is accompanied by sets of activities. The skills and activities are divided according to the normal age when those skills usually occur.

There are 170 skills in the gross motor area and 106 skills in the fine motor section. Definitions and instructions for administration and scoring of the scale (a five-point rating system) are included.

Price	$3.00

PERCEPTUAL TRAINING ACTIVITIES HANDBOOK

Author	Betty Van Witsen
Publisher	Teachers College Press 1234 Amsterdam Avenue New York, New York 10027
Format	Handbook
Developmental Level	Birth to 6 years
Content Areas	Perception
Goal	To develop a training handbook based on the premise that perception is learned through a student's interaction with his/her environment.

Description

Through the provision of the activities in this handbook, a child can be helped to develop skills in the areas of eye movement and focusing, form perception, visual memory, visual comprehension, visual projection, and eye-hand coordination.

The handbook is divided into the following chapters:

1. Behavior Problems
2. Teaching
3. Visual Training
4. Auditory Perception Skills
5. Tactile Perception Skills
6. Olfactory Perception Skills
7. Gustatory Perception Skills
8. Kinesthetic Perception Activities
9. Paper Folding

Price	$2.25

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PERFORMANCE OBJECTIVES FOR PRESCHOOL CHILDREN AND PRESCHOOL CURRICULUM CARDS

Developer	Part of the Project "An Upper Penninsula Comprehensive Program for Preschool Handicapped Children"
Publisher	Adapt Press, Inc. 808 West Avenue N Sioux Falls, South Dakota 57104
Format	Kit: Manual of sequenced objectives, more than 1,000 activity cards
Developmental Level	Birth through 6 years
Content Areas	Prereading skills (auditory discrimination, auditory memory, visual discrimination, visual memory, and beginning sounds), math skills, language and speech skills, self-care skills, social skills, gross and fine motor skills
Goal	To provide the teacher with one teaching and measurement technique for a developmental sequence of learning objectives

Description

The performance objectives are based on age/level skills found in a variety of materials. All age level skills are based on the normal child's growth and development. The authors suggest the following use of the performance objectives:

1. Evaluate the child with standardized instruments to determine approximate age level functioning and potential areas of deficit.
2. Screen the child with performance objectives at his/her age/skill level until a teaching level is ascertained.
3. Screen the child in other skill areas to determine if teaching should occur in other areas as well.
4. Select the specific performance objectives to be used with the child.
5. Refer to the cross-referenced curriculum card to determine if there is a suitable teaching technique or develop a teaching technique.

Performance objectives are found either by age or by skill area. Each card contains:

A restatement of the Performance Objective
A teaching technique for that skill
Materials needed
A means of measuring if the child has attained the performance objective

Price	$84.90 Kit

A PLANNING GUIDE TO THE PRESCHOOL CURRICULUM: THE CHILD, THE PROCESS, THE DAY

Authors	Jane Findlay, Patricia Miller, Annie Pegram, Linda Richey, Anne Sanford, and Barbara Semrau
Publisher	Kaplan School Supply Company 600 Jonestown Road Winston-Salem, North Carolina 27103
Format	Book
Developmental Level	Early childhood education for learning problem students
Content Areas	Language, fine motor, gross motor, social, self-help, and cognitive skills
Goal	To provide a structured and systematic approach to early childhood education for learning problem students

Description

The curriculum includes a general overview of the program planning system used in the curriculum, along with a description and explanation of the methods and principles which are recommended for use by the teacher. The areas covered are:

Instructional objectives
Task analysis
Error-free learning
Positive reinforcement

The next part of the curriculum guide deals with the mechanics of the unit approach in relation to the six skill areas of the curriculum: language, fine motor, gross motor, social, self-help, and cognitive skills.

The rest of the book provides 44 units related to the six skill areas. These units are divided into a five-day program, complete with procedural steps, giving information and materials required. All lessons are correlated with the LAP assessment which was developed by the same group.

Price	$5.00

PORTAGE GUIDE TO EARLY EDUCATION, Revised

Authors	Susan M. Bluma, Martha S. Shearer, Alma H. Frohman, and Jean M. Hilliard
Publisher	The Portage Project Cooperative Educational Service Agency 12 412 East Slifer Street Portage, Wisconsin 53901
Format	Kit: checklist of behaviors on which to record an individual child's developmental progress, a card file listing possible methods of teaching these behaviors, and a manual of directions for use of the checklist and card file as well as methods for implementing activities.
Developmental Level	Birth to 6 years
Content Areas	Infant stimulation, socialization, language, self-help, cognitive, and motor skills
Goal	To enhance a developmental approach to teaching To include several areas of development, using color-coded cards To provide a method of recording existing skills and those learned during intervention To provide suggestions on how skills can be taught

Description

The Portage Guide to Early Education was developed to serve as a guide to teachers, aides, nurses, parents, or others who need to assess a child's behavior and plan realistic curriculum goals that lead to additional skills. The behaviors listed on the checklist are based on normal growth and development patterns. The materials were designed for normal children ages birth to six and handicapped children of any age with behaviors common to preschool children.

Behaviors in each area are initially assessed and indicated on the checklist. When a child misses 10 to 15 items in a row, the evaluation stops, and the instructor chooses the skills to begin teaching with the use of the card file. Each card is labeled according to:

Category, or content area
Age level for normal development
Title, or skill to be taught
"What to Do", a list of various activities to teach the skill. The instructor reads over the suggestions given and chooses the one which would be the most effective in teaching the child.

Information is given in the manual for developing behavioral objectives, task analysis (which is only used to an extent on the cards), cuing, teaching procedures, correction procedures, reinforcement, and prerequisites for learning.

Price	$32.00

THE POTOMAC PROGRAM: A CURRICULUM FOR THE SEVERELY HANDICAPPED, DEAF, HEARING IMPAIRED, NON-VERBAL

Authors	Sarah Hyde and Deobrah Engle
Publisher	Dormac, Inc. P. O. Box 752 Beaverton, Oregon 97005
Format	Notebook
Developmental Level	Severely handicapped, deaf, hearing impaired, nonverbal
Content Areas	Matching, categorization, sequencing, gross motor skills, fine motor skills, sign language, introduction to hearing aids and auditory training, and introduction to speech
Goal	To train for specific skills and learning to learn (students are enccuraged to solve problems and create order)

Description

Each of the eight curriculum areas includes the following elements:
- Cover page
- Flow charts
- Behavioral objectives
- Subobjectives (teaching steps)
- Activities
- Explanatory illustrations
- Evaluation sheets

After the student has completed Matching, Categorization, and Sequencing, s/he will be ready to begin basic math programs and/or programs presenting nonmath conceptual skills. Upon completion of Gross Motor Skills, Fine Motor Skills, and Sign Language, the student may enter structured language programs. Introduction to Hearing Aids and Auditory Training and Introduction to Speech will prepare the student for speech training.

Explanations of flow charts, curriculum structure (behavioral objectives, subobjectives, and activities), and illustrations apply to all sections of the curriculum. Evaluation sheets, because they are designed to reflect progress toward short-term goals within certain subject areas, are explained in the individual section notes. Sample forms are included.

Price $24.95

PRESCHOOL SPECIAL EDUCATION PROJECT - CURRICULUM MANUAL

Author	E. Cassandra Jordon
Publisher	Preschool Special Education Project 95 Herman Street Rochester, New York 14605
Format	Manual
Developmental Level	Infancy to 6 years
Content Areas	Gross and fine motor coordination; self-help, socioemotional, cognitive, and language skills
Goal	To provide a system for programming developmentally disabled persons from infancy to 6 years old.

Description

The manual was designed to be used by teachers, parents, and paraprofessionals, and the curriculum is based on a developmental model. The manual describes the programming used by the Center that developed the manual. The training of students in the program involves the use of reinforcement, various learning theories, developmental sequences, and the involvement of parents.

Each of the six content areas has an introduction, lists of subskills and objectives, the developmental age for each objective, and references to activities. Using the same number code as the subskills and objectives, each skill area also has a list of materials and a set of sequenced activities for each objective.

The following is a distribution of items for each skill area:

Social/emotional - 38
Speech and language - 31
Gross motor - 57
Fine motor - 26
Self-help - 27
Cognitive - 21

Price $5.00

PROJECT MORE: DAILY LIVING SKILLS CURRICULUM

Developer	Under the direction of James R. Lent, George Peabody College, Nashville, Tennessee
Publisher	Hubbard P. O. Box 104 Northbrook, Illinois 60062
Format	Fifteen booklets
Developmental Level	Severely retarded and trainable mentally handicapped ages 3-18 years
Content Areas	Personal, home, and community skills
Goal	To teach, in a systematic, integrated sequence, an ever-expanding number of vital skills, beginning with personal care and progressing to home care, then to activities outside the home. The continuity of program development is intended to provide an ever-increasing individual independence.

Description

Each of the daily living skills programs consists of a teacher's handbook with step-by-step procedures dealing with a single skill as part of the integrated total curriculum. Each of the programs is complete within itself, including instructions for teachers, teaching strategies, correction procedures, motivational systems, and record-keeping components.

The teaching strategies follow a consistent format:
1. Each skill is broken down into small ordered steps or increments.
2. Instructions are provided for offering four kinds of help: no help, verbal help, demonstration, and physical help.

All instruction is based upon the premise that the least amount of help possible should be offered. The object is to get the student to perform independently and with less and less help. Extensive testing and simple recording devices determine when the student has met the criterion of maximum self-sufficiency and independence for him or her.

Reinforcers are recommended throughout the training procedure. They must immediately follow correct response and must be selected for their effectiveness with individual students. In general, positive social reinforcement is suggested, although tangible rewards may be used. Punishment is never recommended.

Thirty Project More programs are in progress or projected. Programs currently available with prices are:

CARE OF EYEGLASSES	- $ 5.00	HAIR WASHING	- $ 5.00
COMPLEXION CARE	- $ 6.00	HAND WASHING	- $ 5.00
CARE OF SIMPLE INJURIES	- $ 6.00	LEG AND UNDERARM SHAVING	- $ 6.00
EATING	- $10.00	NOSE BLOWING	- $ 5.00
FACE SHAVING	- $ 6.00	SHOWERING	- $ 6.00
FEMININE HYGIENE	- $ 6.00	TOOTHBRUSHING	- $ 5.00
HAIR ROLLING	- $ 7.50	USE OF DEODORANT	- $ 5.00

"HOW TO DO MORE" CURRICULUM GUIDE - $2.00

PROJECT VISION-UP CURRICULUM: A TRAINING PROGRAM FOR PRESCHOOL HANDICAPPED CHILDREN

Authors	Noel B. Croft and Lee W. Robinson
Publisher	Educational Products and Training Foundation 6025 Chestnut Drive Boise, Idaho 83704
Format	Kit: Program cards (color-coded by area and arranged in sequential order of child development), 2 card sorts, curriculum handbook and index, 20 profile sheets, 20 data sheets
Developmental Level	Birth to 6 years of age
Content Areas	Physical development, fine motor development, self-help skills, social-personal skills, language development, and intellectual development. Each of these major areas has been subdivided to allow for grouping of major skill areas.
Goal	To present skills which are acquired by the age of 6 in a normal population. The presentation is based on the assumption that children with and without handicaps appear to follow general patterns of development (even when the handicapping condition requires a modification in the method of learning).

Description

The theories of Jean Piaget have been used to maintain the theoretical foundation of Project Vision-Up. Also, the student is provided with methods of learning other than visual, e.g., auditory, tactile, and kinesthetic. Task analysis is used, and in many cases, the suggested teaching approach is reverse chaining.

The process of implementation of the Project Vision-Up curriculum is as follows:

Step I: Parent uses card sort to determine which skills the child can do, cannot do, or can do sometimes.

Step II: Teacher records responses on the Initial Assessment Questionnaire.

Step III: Teacher begins the Profile Chart by coloring the boxes representing the positive responses given by the parent.

Step IV: Teacher checks the highest level of functioning in each of the sequence areas of the Profile Chart by using the indexes in the Curriculum Handbook and by asking the parent if the child can do the next highest item(s) or by working with the child as described in the program cards. These items are filled in as described in Step III.

Step V: Teacher completes the Profile Chart by coloring the boxes representing items that are below the colored items with the highest number in each sequence area.

Step VI: Teacher selects program cards to be used in the training program.

Step VII: Child's responses are recorded on the Data Collection Sheet (either by the teacher or by the parent if the curriculum is used as a home program).

PROJECT VISION-UP CURRICULUM: A TRAINING PROGRAM FOR PRESCHOOL HANDICAPPED CHILDREN (Continued)

Description (Continued)

The process continues as students learn skills and the Profile Chart is continually updated.

Each program card contains the following kinds of information:
- *Title* gives a brief description of the skill.
- *Behavioral Description* gives a more detailed description of the task, with final expectations outlined.
- *Programming* lists the activities to be used in training the activity.
- *Materials* lists items to be used to fulfill the programming.

Also listed on each card is a series of numbers to facilitate sequential programming and to indicate approximate age at which most children perform each skill.

Price $140.00 plus $5.00 postage and handling

THE RADEA PROGRAM (Specific Skills Development Program)

Developer Dallas County MH/MR Center

Publisher
Melton Book Company
111 Leslie Street
Dallas, Texas 75207

Format Kit: Teaching manual for testing and remediation, 564 task cards, 4 cassette tapes, 29 picture cards, 10 Radeagraphic sets, 50 task trial sheets, 1,000 daily progress charts, 50 individual progress profiles, 280 Radea manuscript pages

Developmental Level Birth through 7 years
Each of the five areas is divided into four levels:
Level I - 0 to 2 years
Level II - 2 to 3 1/2 years
Level III - 3 1/2 to 5 years
Level IV - 5 to 7 years

Content Areas Visual perception, auditory perception, perceptual motor, oral language, and functional living. The sixth area, special problems, includes toilet training, behavior, and sequences of activities designed to eliminate common problems, e.g., inappropriate repetition of words, self-stimulatory behaviors

Goal To increase the adaptive behavior of the child by structuring the rate and direction of change.

Description

The Radea Program is composed of structured, developmentally sequenced tasks. Based on Jean Piaget's theory of cognition, a student learns skills by progressing from experiences with real objects to experiences with representations of real objects (e.g., pictures, models, photographs) and then to experiences with symbolic representations of objects (e.g., oral and written language).

Each of the 503 basic task cards contains a separate task. Each task uses task analysis to define each activity's component parts. Each component is learned separately using the success of the first as an aid in learning the second.

Each task card contains five kinds of information:

1. The task objective states the skill to be taught.
2. The sequence of steps lists activities that assist the teacher in training the objective and indicates when reinforcers must be given.
3. Suggested materials facilitate teacher preparation before instruction begins.
4. The mastery criteria are given to help the teacher determine whether the objective has been met and the skill learned.
5. The grouping suggests optimum size of a group working on the particular task.

Price $395.00 plus $5.00 shipping and handling

THE RADEA PROGRAM - Supplementary Materials:

RADEA IMPLEMENTATION MODULE (RIM)

Format	Kit: Set of 7 wooden blocks (for color and size discrimination), set of 25 Radeashapes, set of 4-piece shape puzzles, set of more than 550 Radea Picture Cards with index, set of boy and girl paper dolls with clothing for dressing
Goal	To provide materials which are essential to the use of the Radea Program
Price	$95.00 plus $2.50 for shipping and handling

RADEA SUPPORT MATERIALS (RSM)

Format	Set of round wooden beads, set of numbered wooden blocks, two sets of plastic alphabet letters (upper and lower case), Dressy Bessy doll, Dapper Dan doll, set of plastic noisemakers, set of toy cars, pull-apart toy, cookie sheet (reflective), two cloth bandanas, set of measuring cups, set of poker chips, wooden pegboard with pegs, set of plastic fruit, two wooden puzzles
Goal	To provide the teacher or trainer with the ideal support materials necessary to facilitate the use of the Radea curriculum on a daily basis
Price	$145.00 plus $5.00 for shipping and handling

RADEA TEACHER TRAINING PROGRAM

Format	A vinyl-bound trainer's manual with step-by-step instructions for presenting six training sessions, manuals for 10 participants, and a one-week loan of the filmstrip/cassette "Overview" and three videotapes
Goal	To train professional and paraprofessional staff members in the effective use of the Radea Program The six training training sessions are: 1. The Overview (a filmstrip/cassette introduction to the entire program) 2. Behavior and the Behavioral Objective (a videotaped presentation defining a behavior and a behavioral objective) 3. Behavior Management (a videotaped presentation of behavior management) 4. Piaget and Child Development (a written narrative of the philosophical constructs on which the Radea Program is based) 5. Observing and Recording (a videotaped presentation showing the correct use of recording materials) 6. Testing and Remediation (a written narrative describing the correct use of the Testing and Remediation instrument)
Price	$50.00 $ 5.00 each for extra participant's manuals

THE RIGHT TO EDUCATION CHILD: A CURRICULUM FOR THE SEVERELY AND PROFOUNDLY MENTALLY RETARDED

Authors	Donald G. Myers, Michael E. Sinco, and Ellen Somerton Stalma
Publisher	Charles C. Thomas, Publishers 301-327 East Lawrence Avenue Springfield, Illinois 62717
Format	Book
Developmental Level	Severely and profoundly retarded
Content Areas	Sensory, motor, self-care, and language skills
Goal	To present a curriculum for the severely and profoundly retarded based on actual classroom experiences and action-oriented programs

Description

The curriculum was developed through the use of task analysis to define small manageable steps of learning. The curriculum consists of units of instruction in four developmental areas: sensory, motor, self-care, and language. Each of these areas has a competency checklist which can be used to determine the present functioning of the student. Also by using this information as baseline, the text provides instruction on charting progress.

Each instructional unit provides:
  Instructional objectives
  Readiness level
  Procedures
  Task evaluation
  Materials and equipment
This sequentially developed curriculum uses descriptive illustrations to explain procedures and tasks.

Price	$9.75

SANTA CLARA PLUS

Developer	The Santa Clara School District, Santa Clara, California	
Publisher	Richard L. Zweig Associates 20800 Beach Boulevard Huntington Beach, California 92648	Curriculum of Texas, Inc. 900 Old Koenig Lane, Suite 129 Austin, Texas 78756
Format	Kit: 242 readiness recipe cards containing 664 activities, 40 blank cards for adding favorite activities, 47 spirit masters, teacher's manual, IDT (Inventory of Developmental Tasks) Observation Guide	
Developmental Level	Three to 7 years	
Content Areas	Social/emotional development, motor coordination, visual motor performance, visual perception, visual memory, auditory perception, auditory memory, language development, conceptual development, and games	
Goal	To provide instructional activities (prescriptions) correlated to the 60 tasks identified by the Santa Clara Inventory of Developmental Tasks to improve ease of administration and to increase effectiveness	

Description

The Santa Clara Plus is arranged in the order of skills measured by the Santa Clara Inventory of Developmental Tasks. The activities are grouped in approximate ascending level of difficulty within each strand of tasks. The activity tasks were created by EARLY YEARS MAGAZINE in their "Green Pages" feature.

The sequence for use of the Santa Clara IDT and the Santa Clara Plus are:

1. Use the more than 100 new affective activities in the "social/emotional development" section of the Santa Clara Plus to help each student develop self-image (this is the new section that is not a part of the IDT).
2. Use the test section of the original Santa Clara IDT to determine cognitive skills each child in the class does not know.
3. Correlate the student deficits with the Santa Clara Readiness Recipe cards and spirit masters for instructional activities for each child's level. Learning activities can be directed by the teacher, a teacher's aide, a parent, a volunteer, or an upper-grade student tutor.

The format for the recipe cards is:

1. Title of skill needed
2. Numerical order of card in kit
3. Behavioral objective for activities on this card
4. Materials needed for the specific activity. (Materials common to a classroom such as pencils, paper, and scissors are often assumed.)
5. Suggested size of group
6. Developmental strand
7. First activity
8. Second activity
9. Third activity

SANTA CLARA PLUS (Continued)

Price $94.50 - Complete with Santa Clara IDT Observations Guide
$49.95 - Santa Clara Plus Activities Kit (for those who already have the IDT)

SCOR CURRICULUM: INDEPENDENT LIVING SKILLS

Developer	A cooperative project of the Sonoma County Organization for the Retarded and the Department of Education, Sonoma State College
Publisher	Sonoma County Organization for the Retarded 1621 Cleveland Avenue Santa Rosa, California 95401
Format	Three volumes, one on assessment, two on programming
Developmental Level	Developmentally disabled adolescents and adults
Content Areas	Developmental - personal management, social development, household management, and academics; leisure time - home and community activities; vocational - job readiness and work skills
Goal	To ensure that each developmentally disabled person served by its programs has a coordinated, individualized program plan which maximally facilitates his or her developmental achievement across work, recreative, and residential settings

Description

Overall, the SCOR curriculum provides assessment criteria (Independent Living Skills Assessment System), performance objectives, and related teaching procedures (Independent Living Skills Program System) for more than 900 target skills important for developmentally disabled adults to achieve independent living.

The assessment system is designed to be used for recording, planning, and reporting student progress in a day program and a group home program. Assessment is meant to take place as an integral part of the instructional process and serves the dual purpose of evaluating student progress within the program and assisting the instructor in further program planning.

The program system is based on a developmental model of human behavior. While an attempt was made to developmentally or logically sequence the target skills in the system, the presentation order of the skills is arbitrary in many cases. It is suggested that student entry skills and environmental circumstances may vary the order of presentation.

Each target skill presented in the curriculum contains the following information where appropriate:

- Performance criterion
- Performance objective
- Entry skills
- Materials
- Instructional procedure

Price	$10.00 - assessment system (1 volume) $20.00 - program system (2 volumes)

STEP BY STEP DRESSING: A HANDBOOK FOR TEACHING THE RETARDED TO DRESS

Authors	Shirley Henderson and Mary McDonald	
Publisher	Suburban Publications Box 3444 Champaign, Illinois 61820	Edmark Associates 13241 Northup Way Bellevue, Washington 98005
Format	Book	
Developmental Level	One to 5 years	
Content Areas	Dressing skills	
Goal	To provide a handbook for teachers and trainers that uses the principles of behavior modification to teach dressing to retarded children	

Description

Approximately half of the book describes dressing techniques with sections on dressing, undressing, and clothing types. All major items of clothing are covered. Testing and progress charts are detailed and task analyzed, but are easily understood and graded.

Areas covered in this book are: developmental levels in dressing, techniques for teaching, gathering information about the child's skills and lags in this area, setting goals and writing lesson plans, and teaching and record keeping; a bibliography is included.

Price $5.95

A STEP-BY-STEP LEARNING GUIDE FOR OLDER RETARDED CHILDREN

Authors	Vicki M. Johnson and Roberta A. Werner
Publisher	Syracuse University Press 1011 East Water Street Syracuse, New York 13210
Format	Book
Developmental Level	Four to 14 years, depending upon the degree of retardation
Content Areas	Fine motor ability, self-care, language development, gross motor skills, perceptual ability
Goal	To design learning tasks that enable the child to learn essential skills for development

Description

This book is designed to be used by parents, teachers, and paraprofessionals in teaching school-aged retarded children. Each of the nearly 300 learning tasks has a specific objective, and an explicit description of the procedures for performing each task is given. In addition, teaching techniques and behavior management are considered. While most of the activities can be done either at home or at school, one chapter is designed specifically for parents' use at home.

Price	$14.95

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A STEP-BY-STEP LEARNING GUIDE FOR RETARDED INFANTS AND CHILDREN

Authors Vicki M. Johnson and Roberta A. Werner

Publisher Syracuse University Press
1011 East Water Street
Syracuse, New York 13210

Format Book

Developmental Level Birth to 6 years

Content Areas Self-care, social behavior, gross and fine motor skills, language development, perception

Goal To provide learning tasks that enable the child to learn essential skills for development

Description

The book is designed for parents, teachers, teachers' aides, child care workers, and others who work with retarded children in the home, school, or institution. It consists of 240 learning tasks arranged in sequence, one or two to a page, with photographic illustration and precise description of the teaching procedure. Also included is a "Checklist of Present Abilities," which is correlated to specific task numbers to help ameliorate these specific deficiencies. Cuing, behavior shaping techniques, and sample daily schedules are also presented.

Price $9.95

STEPS TO INDEPENDENCE: A SKILLS TRAINING SERIES FOR CHILDREN WITH SPECIAL NEEDS

Authors	Bruce L. Baker, Alan J. Brightman, Louise J. Heifetz, and Diane M. Murphy of the "Behavioral Education Projects" at Read House, Harvard University
Publisher	Research Press 2612 North Mattis Avenue Champaign, Illinois 61820 Edmark Associates 13241 Northup Way Bellevue, Washington 98005
Format	Five booklets: Early Self-Help Skills, Intermediate Self-Help Skills, Advanced Self-Help Skills, Behavior Problems, Training Guide
Developmental Level	Children with special needs
Content Areas	Self-help skills
Goal	To provide a parent training model for parents of special needs students that is based on behavior modification principles and is incorporated into easy-to-use manuals

Description

Each of the three Self-Help manuals follows an identical two-section structure, with the respective contents geared to meet the needs of varying levels of child ability. In the first section, "Principles and Methods," a general understanding of behavior modification is provided, as well as rationale for parent responsibility in teaching. In effect, someone completing just this section alone should have a good working knowledge of the language and practice of behavior modification and should also have decided upon:

1. A skill to teach
2. A list of steps in that skill
3. A time and place for teaching
4. Appropriate teaching materials
5. Appropriate rewards
6. A strategy for recording progress

They should be ready to begin teaching. While the outline for this first section is generally the same across the three manuals, the descriptions of the principles and methods in each are tailored to one of the three ability levels.

The second section, "Programs," is likewise tailored to these three skill levels and is designed to provide parents with concrete steps and suggestions to follow in teaching.

Behavior Problems covers behavior problem management in teaching sessions and elsewhere. The approach stresses specifying the problem behavior, measuring its occurrence, identifying the antecedents and consequences, and then developing a program to reduce the problem behavior and encourage desired behaviors. It focuses on problem behaviors characteristic of children with special needs, such as self-stimulation, self-abuses, and fearful behaviors.

STEPS TO INDEPENDENCE: A SKILLS TRAINING SERIES FOR CHILDREN WITH SPECIAL NEEDS (Continued)

Description (Continued)

The three Self-Help manuals and the Behavior Problems manual are designed for use by parents, staff members, or anyone else working with special children. The Training Guide is for use by counselors working with parents and teachers. It features a behavioral assessment guide which permits parents and teachers to determine the appropriate training manual for each child.

All of the manuals are written in clear, jargon-free style with step-by-step directions and many useful illustrations. Easy-to-use record keeping forms are also included.

Price	$22.00 Complete Set

SUCCESS LEARNING PROGRAMS:
SELF-HELP SKILLS 1
SELF-HELP SKILLS 2
EDUCATION SKILLS
PHYSICAL EDUCATION SKILLS
ARTS & CRAFTS AND RECREATIONAL SKILLS

Author	Laurence E. Payne
Publisher	Communication Skill Builders, Inc. 817 East Broadway P. O. Box 6081-E Tucson, Arizona 85733
Format	Five notebooks
Developmental Level	Twelve weeks to 13 years
Content Areas	Self-help, education, physical education, arts and crafts, and recreational skills
Goal	To provide a ready-made training program that will help the teacher of the exceptional child with the basic skills needed

Description

Each program is presented in a complete sequence that is easy to follow. It is recommended for use by aides, paraprofessionals, and parents, as well as by teachers, because the total teaching situation is arranged. Using easily obtained materials, the programs list prerequisite skills, automatically check the progress of the pupil, and provide clear, measurable objectives for completion. An easily maintained evaluation and recording system is included in each program.

The series covers the developmental ages of 12 weeks to 13 years and is successful with small groups in the classroom or on an individual basis. Each skill that is presented to the student is developed using the simplest possible steps, in order for the child to learn without making mistakes. The format for each skill includes:

- Instructional objectives: describes the skills the student will acquire upon completion of instruction, in observable terms
- Entering behaviors: describes prerequisite behaviors and skills
- Disruptive behaviors: lists those behaviors which will upset teaching and gives a step-by-step method of handling them
- Teaching techniques: listed in ordered sequence
- Pretests
- Pass criterion: standard of performance
- Steps
- Procedure
- Post-tests

SUCCESS LEARNING PROGRAMS (Continued)

Description (Continued)

These five programs were designed in actual teaching situations and are adaptable for individual children. They are recommended for use with Individual Education Program Plans. They are also recommended for use by parents in home programs.

Price	$65.00 Complete Set
	$15.00 Each

SYSTEMATIC INSTRUCTION FOR RETARDED CHILDREN - THE ILLINOIS PROGRAM PART I: TEACHER/PARENT GUIDE

Authors	James C. Chalfant and Ronald G. Silikovitz
Publisher	The Interstate Printers and Publishers, Inc. Jackson at Van Buren Danville, Illinois 61832
Format	Book
Developmental Level	Retarded children
Content Areas	General programming for teachers and parents
Goal	An attempt to integrate knowledge from special education, psychology, and speech and motor performance into a single curriculum for retarded children

Description

Part I of the Illinois Program is a collection of information related to the general purpose and usability of the curriculum. In Chapter I the authors provide background and development data on the program. Chapter II includes a complete listing of the contents of the other three parts. In Chapter III the authors discuss the need for careful observation to access programming needs. They provide forms and suggestions on conducting effective observation of students' behaviors. In Chapter IV the lesson plan formats of the other parts are explained, and an overview of the elements of those plans and their purpose is provided. Because the program is based on a behavioral model, the last chapter of Part I is devoted to the concepts of behavioral analysis and management.

Price	$10.40 Complete set of 4 parts

SYSTEMATIC INSTRUCTION FOR RETARDED CHILDREN - THE ILLINOIS PROGRAM PART II SYSTEMATIC LANGUAGE INSTRUCTION

Authors	James W. Tawney and Lee Wright Hipster
Publisher	The Interstate Printers and Publishers, Inc. Jackson at Van Buren Danville, Illinois 61832
Format	Book
Developmental Level	Retarded children
Content Areas	Language
Goal	To integrate knowledge from special education, psychology, and speech and motor performance into a single curriculum for retarded children

Description

Part II of the Illinois Program is a set of procedures designed to provide systematic instruction, reinforcement techniques and special learning principles to increase the student's use of basic language. The authors furnish detailed information on the techniques to be used in the implementation of this program. These techniques include controlled language statements, provisions for motor responses, learning environment data, reinforcement hints, task analysis, pretest-posttest methods, teaching to criteria guidelines and prerequisite skills.

The manual provides clear instructions, descriptions and comments on the usability of the lesson plan elements:
  Objective,
  Prerequisite skills,
  Materials,
  Introductory comments,
  Teaching procedures in small steps,
  Reinforcement procedure for each step,
  Correction procedure for each step,
  Notes and suggestions, and
  Generalizations and discriminations.
The program requires the student make either motor and/or verbal responses. Since these responses to behaviors are vital to a student's progress in the program, a section on procedures for good attending, attending to own name and "touch" and "touch another" are provided. The lessons for language instructions are yes/no responses, object discrimination, question forms, actions, adjectives, prepositions, pronouns, plurals, adverbs, mutliple commands and establishment of a chain of actions under a single vocal command. There are 24 lesson plans included in the guide.

Price	$10.40 Complete set of 4 parts

SYSTEMATIC INSTRUCTION FOR RETARDED CHILDREN - THE ILLINOIS PROGRAM PART III: SELF-HELP INSTRUCTION

Authors	Maxine D. Linford, Lee Wright Hipster, and Ronald G. Silikovitz
Publisher	The Interstate Printers and Publishers, Inc. Jackson at Van Buren Danville, Illinois 61832
Format	Book
Developmental Level	Retarded children
Content Areas	Self-help skills
Goal	To integrate knowledge from special education, psychology, speech and motor performance into a single curriculum for retarded children

Description

Part III of the Illinois Program consists of 4 programs related to self-help skills of the student: dressing, dining, toilet training and grooming. The dressing program begins with an explanation of the backward chaining technique used in the program and describes the lesson plan format of:

- Objectives,
- Materials,
- Setting,
- Teaching procedures (pretest, demonstration stage, task request, terminal behavior and posttest),
- Rates,
- Generalization, and
- Related clothing.

The following teaching sequence is used with undressing being taught first in each category: sock, shoe, t-shirt, pants, dress, coat, hat, mittens, zipping, snapping, buttoning and tying.

After a general introduction to the dining program, the program provides a description of the seven stages (entering, sitting, good sitting, good hands, good eating, use of utensils, excusing self), prerequisite skills and the physical setting. Each of the stages, except "use of utensils," is performed in a three-phase teaching procedure from maximum physical assistance to self-initiation. The "use of utensils" stage is subdivided into use of a fork, spoon, knife, finger feeding and glass. Each substage has a complete set of objectives, materials, physical setting instruction and teaching procedures.

In the grooming program, the same lesson plan format is used in the training of toothbrushing, hand washing, hair brushing and nose blowing skills.

The toilet training program is divided into four sections: Comments on Basic Questions Raised by Parents and Child Care Workers; Observation and Record

SYSTEMATIC INSTRUCTION FOR RETARDED CHILDREN - THE ILLINOIS PROGRAM PART III: SELF-HELP INSTRUCTION (Continued)

Description (Continued)

Keeping; Developing and Implementing a Toilet Training Schedule and Developing the Child's Self Control. The program is based on reinforcement of the child's appropriate use of the toilet by helping him prevent accidents.

Price	$10.40 Complete set of 4 parts

SYSTEMATIC INSTRUCTION FOR RETARDED CHILDREN - THE ILLINOIS PROGRAM PART IV: MOTOR PERFORMANCE AND RECREATION INSTRUCTION

Authors Anthony G. Linford and Claudine Y. Jeanrenaud

Publisher The Interstate Printers and Publishers, Inc.
Jackson at Van Buren
Danville, Illinois 61832

Format Book

Developmental Level Retarded children

Content Areas Motor skills

Goal To integrate knowledge from special education, psychology, speech and motor performance into a single curriculum for retarded children

Description

As with the other parts of the Illinois Program, Part IV uses the same basic lesson plan format:

- Objective,
- Rationale for teaching the skill,
- Prerequisite skills,
- Teaching procedure (which includes specific task requisites and evaluation criterion), and
- Advanced skills section to extend the learning.

The authors also supply an evaluation progress report form so as to maintain a record of growth. The charts take into account the need for review of activities.

Instead of fine and gross motor division, the authors have chosen to separate skills into basic movements, rhythms, arts and crafts and miscellaneous activities. Generally, those items in basic movements and rhythm can be considered gross motor activities: walking, marching, kicking, throwing, pulling and pushing, rolling, jumping, crawling, hopping, climbing, swinging, squatting, catching, kneeling, hitting, running, hanging, walking on a balance beam, stop and go, loud and soft, fast and slow, and combining dimensions of loudness and fastness. For fine motor activities the sections on arts and crafts and miscellaneous activities include: modeling with clay, drawing, pasting with glue, painting, cutting with scissors, tearing paper, bottle top capping, bead threading, clothes pin hanging, putting discs into a box, paper lacing, buttoning, bending over, go, stop, relays and sit-ups.

Price $10.40 Complete set of 4 parts

SYSTEMATIC INSTRUCTION OF THE SEVERELY HANDICAPPED

Authors	James E. McCormack, Jr., Amanda J. Chalmers, and Judith K. Gregorian
Publisher	Massachusetts Center for Program Development and Evaluation 10 Hall Avenue Medford, Massachusetts 02155
Format	Book
Developmental Level	Moderately and severely handicapped learners
Content Areas	Pre-academic/academic classroom skills, activities of daily living, motor and vocational competencies
Goal	To assist teachers in developing those competencies necessary to establish a systematic instruction classroom designed to meet the needs of moderately and severely handicapped learners

Description

The model used in this manual addresses the necessity to establish a systematic learning environment where the teacher must be able to develop instructional procedures appropriate to specific learner needs across various training situations. Once such procedures are established the teacher must be capable of making those day to day instructional modifications necessary to keep instruction compatible with learner needs. To accomplish this teachers must be able to:

1. Identify procedures for determining individually appropriate instructional objectives that will be used as the basis of instruction.
2. Adopt, adapt or develop instructional procedures appropriate to learning characteristics and objectives of the learner.
3. Establish and monitor a data collection/analysis system that will provide the information necessary for making decisions about changes in instruction.

In the section on "Informal Assessment" assistance is given to teachers in developing an informal assessment device, conducting the assessment, analysis of results, and writing instructional objectives.

The components used for the instructional sequences are:

Skill to be demonstrated
Material to be manipulated
Cues or aids to be used
Learner receptive mode
Learner expressive mode
Material presentation sequence
Time limit on set and/or session
Correction procedure
Teacher present percentage
Transfer situations

Description (Continued)

The four learner-determined components are:
- Reward to be used
- Priority of reward for the learner
- Reward schedule
- Reward quantity

Price	Cost data not available

THE TEACHING RESEARCH CURRICULUM FOR MODERATELY AND SEVERELY HANDICAPPED

Developer	H.D. Bud Fredericks, et al., Teaching Research Infant and Child Center
Publisher	Charles C. Thomas, Publisher 301-327 East Lawrence Avenue Springfield, Illinois 62717
Format	Book
Developmental Level	Moderately and severely retarded
Content Areas	Self-help, motor development, receptive oral language, reading, expressive oral language, writing and cognitive skills
Goal	To provide teachers with a complete set of detailed task analyses in the specified content areas

Description

The curriculum is designed to be used in a program which designates individual objectives for each child. A specific procedure for child placement within the curriculum is recommended. Once the child is placed, it is anticipated that he will be moved through the various behaviors according to priorities established. Each child's progress through the various steps of the curriculum is then tracked on a continuous data system basis.

The curriculum is first divided into the major content areas listed above. Within each of these major areas there are three possible subcomponents called (1) skills, (2) phases and (3) steps. A "skill" is usually a complex behavior requiring the acquisition of a number of subordinate behaviors before it is mastered. A "phase" is a further breakdown of that particular larger behavior, and a "step" is usually a minute breakdown of the phase.

Price	$18.50

TEACHING RESOURCES' BASIC SKILLS CURRICULUM GUIDE

Developer	Members of the Teaching Resources' professional staff
Publisher	Teaching Resources Corporation 100 Boylston Street Boston, Massachusetts 02116
Format	Book
Developmental Level	Children with special needs and children in regular primary-level classrooms and preschool programs
Content Areas	Motor, perceptual, cognitive development, pre-reading and language arts, and mathematics
Goal	To serve as a practical guide to methods and materials that can be used to develop basic learning skills (The basic premise being that the child is a total person)

Description

The guide includes over 150 activities covering a broad base of specific skills: motor skills, perceptual skills, auditory perception of environmental sounds, tactile discrimination, figure-ground discrimination, perception of spatial relationships, perception of parts-to-whole relationships, perception of sequence, cognitive skills, association and generalization, memory, language and pre-reading skills, and math skills. For each skill area, the guide includes a brief discussion of the skill and its relationship to a child's overall development, and a variety of activities to help children develop that skill.

The activities are grouped into sections according to the major skill area receiving emphasis. Most activities involve more than one skill. The skills list that is included serves as a cross-reference for all the skills involved in each activity and may be used as a reference in selecting and coordinating activities. The activities within each section are arranged in general order of difficulty according to the major skills and subskills involved.

Each activity description lists the materials needed for the activity, describes any advance preparations that may need to be done (i.e., collecting magazine pictures), gives a step-by-step description of how to do the activity, and suggests variations and adaptations of the basic activity.

Since many of the activities make use of Teaching Resources' materials, the guide can serve as a resource in collecting individual Teaching Resources' materials with an ongoing skills development program.

Price	$11.95

TEACHING THE MENTALLY RETARDED: A HANDBOOK FOR WARD PERSONNEL

Author	Gerald J. Bensberg
Publisher	Southern Regional Education Board 130 Sixth Street Atlanta, Georgia 30313
Format	Manual
Developmental Level	Young severely and profoundly retarded residents
Content Areas	Language, self-help and social skills
Goal	To develop and encourage more effective training programs for ward personnel in order that they may in turn provide better care and training for the mentally retarded for whom they are responsible

Description

The teaching techniques in this manual are primarily for young severely and profoundly retarded residents and include skills needed to function as independently as possible. The manual is divided into two sections. The first two chapters of Section I present general background information on the developmental characteristics of the normal child and contrasts these with the needs of the retarded. In Chapters Three, Four and Five of this section, information is provided on programming language, self-help and social skills. In the language skills chapter, types of deficits are explained along with hints and activities to improve speech. The self-help chapter includes information on motor development, hints on drinking and eating, toileting and dressing. The self-help chapter also provides information on the description and use of adaptive devices in a self-help training program. Chapter Five centers around clients in groups and singular play activities. Discussed in Chapter Six are the techniques of evaluation, along with a checklist of 170 behaviors.

Section II presents basic principles of behavior modification and provides detailed lesson plans for teaching with this method. The appendices include a model program, administrative suggestions, glossary, additional readings, bibliography and a list of manufacturers.

Price $3.00

TEACHING THE MODERATELY AND SEVERELY HANDICAPPED: CURRICULUM OBJECTIVES, STRATEGIES, AND ACTIVITIES

VOLUME I: BEHAVIOR, SELF-CARE, AND MOTOR SKILLS
VOLUME II: COMMUNICATION, SOCIALIZATION, SAFETY, AND LEISURE TIME SKILLS
VOLUME III: FUNCTIONAL ACADEMICS FOR THE MILDLY AND MODERATELY HANDICAPPED

Authors Michael Bender, Peter J. Valletutti, and Rosemary Bender

Publisher University Park Press
Chamber of Commerce Building
Baltimore, Maryland 21202

Distributed by: Edmark Associates
13241 Northup Way
Bellevue, Washington 98005

Format Three volumes

Developmental Level Moderately and severely handicapped of all ages

Content Areas Behavior, self-care, motor, communication, socialization, safety, leisure time and functional academics

Goal To fill an existing need for a curriculum that adequately and comprehensively meets the myriad of needs of the moderately and severely handicapped whether child or adult

Description

Each of the content areas included in this curriculum are broken down into:
- General objectives of the area,
- Specific objectives with required performance level (criteria) and recommended observations, and
- Lists of suggested activities.

Also provided are teaching strategies and topical bibliographies of suggested readings. Within each area, objectives and activities are listed for staff working with physically handicapped students.

The lists of suggested activities are developmentally sequenced. Indications are given for cues, reinforcements, cautions, suggested materials and record keeping.

Price $39.50 set of three volumes

TOILET TRAINING THE HANDICAPPED CHILD

Authors	H. D. Bud Fredericks, Victor Baldwin, and William Moore
Publisher	Instructional Development Corporation P. O. Box 361 Monmouth, Oregon 97301
Format	Book
Developmental Level	Developmentally delayed children
Content Areas	Toilet training
Goal	To reduce the tediousness of a toilet training program and increase its effectiveness

Description

The training procedures described in this book are based on the principles of behavior modification which emphasize the importance of reinforcers of the child. The text of this book examines both daytime and nighttime toilet training procedures.

For the daytime training, the program contains seven basic steps:
1. Establishing a baseline record of the child's urination and defecation behavior
2. Using that record to decide the most appropriate times of the day at which to conduct training
3. Selection of reinforcers to use during training
4. Conducting the training
5. Maintaining records during training
6. Expanding training to other periods of the day
7. Helping the child learn to indicate toileting needs

There are four phases which are recommended for the nighttime toilet training, in order to eliminate bed wetting behavior.

The book includes a special section on such problems as the "refuse to sit on the toilet" child, the child who is not "making" it, the child who reverts and the child who smears.

Price	$2.50

TOILET TRAINING THE RETARDED: A RAPID PROGRAM FOR DAY AND NIGHTTIME INDEPENDENT TOILETING

Authors	Richard M. Foxx and Nathan H. Azrin	
Publisher	Research Press 2612 North Mathis Avenue Champaign, Illinois 61820	Edmark Associates 13241 Northup Way Bellevue, Washington 98005
Format	Book, program forms	
Developmental Level	Developmentally delayed children	
Content Areas	Toilet training	
Goal	To assist the retarded in reaching a more normal level of functioning	

Description

Drs. Foxx and Azrin have developed this model for the training of toileting skills to the severely and profoundly retarded. The manual was designed for use by program directors, special educators, ward supervisors, attendants and parents of the retarded.

Instructions and procedures for both daytime and nighttime toilet training are provided in this manual. The training strategy employed is a reward system in which all phases of the environment affecting self-control are changed in the direction needed to produce total self-control. The authors report that, depending on the mental level, the program can take over two weeks to accomplish, but the average is under 4 days.

Since the purpose of the program is self-initiated toileting, there are several physical prerequisites of the client: ambulation, motor control of hands, some sight and a minimum of receptive language. The authors provide complete data on preparation for training, the training procedures, the self-initiation training (including techniques for problem behaviors) and the maintenance program.

All the necessary data-keeping materials are provided with each manual: accident reports, training checklists and training summaries. The manual also describes the use of mechanical alarms or alert devices for additional reinforcement in the training.

Price	$6.95 Complete Program (manual and forms)

TOWARD THE DEVELOPMENT AND IMPLEMENTATION OF AN EMPIRICALLY BASED PUBLIC SCHOOL PROGRAM FOR TRAINABLE MENTALLY RETARDED AND SEVERELY EMOTIONALLY DISTURBED STUDENTS, PART II

Authors	Lou Brown, Ph.D., and Ed Sontag, Ph.D.
Publisher	Badger School 501 East Badger Road Madison, Wisconsin 53713
Format	Book
Developmental Level	Trainable retarded and severely emotionally disturbed children
Content Areas	Academic, home living, and pre-vocational skills
Goal	To present an instructional model that is applicable for use with trainable retarded students

Description

This report is the second in a series and follows *The Development and Implementation of a Public School Prevocational Program for Trainable and Severely Emotionally Disturbed Students, Part I*.

Part II includes a further explanation of the behavioristic task analysis through the presentation of 11 programs in academic skills, 7 programs in home living skills and 5 programs in prevocational training. Each program is very specific as to the components of a given task (i.e., reading a restaurant menu in the academic skills section, using a kitchen stove in the prevocational skills section).

Price	$8.00

TRAINABLE CHILDREN: CURRICULUM AND PROCEDURES

Author	Julia S. Molloy
Publisher	Conklin Bookcenter P. O. Box 5555 Binghamton, New York 13902
Format	Book
Developmental Level	Trainable mentally retarded
Content Areas	Physical, emotional, social, intellectual and aesthetic growth
Goal	To present the planning of programs, the evaluation of the programs' effectiveness, and the applying of basic learning techniques in a curriculum for trainable mentally retarded

Description

The material starts with introductory information on the school setting, personnel responsibilities, use of parents and volunteers, bus rides and population characteristics. The five growth areas included are physical, emotional, social, intellectual and aesthetic growth. The subskills within each of the growth areas are motor development, self-care, physical education and handwriting (physical growth); behavior (emotional); language, child care and vocational (social); observing the world, numbers, reading and color (intellectual); and arts and crafts and music/dance (aesthetic). Each section provides background data on the development of these skills in the classroom, along with activities (materials, procedures) and evaluation considerations.

Appendices to the book include lesson plans, progress records, patterns for tracing (handwriting) and other forms. A comprehensive bibliography and lists of resources are also provided.

Price	$18.00 Cloth $13.95 Paper

TRAINING FOR INDEPENDENCE: FUNDAMENTAL SELF-CARE AND FUNCTIONAL TRAINING FOR DAILY LIVING

Developer	The Outreach and Development Division, Exceptional Child Center, Utah State University
Publisher	Developmental Learning Materials 7440 Natchez Avenue Chicago, Illinois 60648
Format	Kit: 8 programs containing instructions, charts for record keeping and reward badges
Developmental Level	Retarded, physically handicapped, developmentally immature and early childhood
Content Areas	Self-help skills and behavior
Goal	To respond to requests from parents and teachers for programs with precise, step-by-step instructions in the essential skill areas included

Description

The TRAINING FOR INDEPENDENCE programs are:

PROGRAMS FOR TEACHING...
- ...THE INDEPENDENT USE OF ZIPPERS, BUTTONS, SHOES AND SOCKS.
- ...INDEPENDENT DRESSING SKILLS.
- ...THE COUNTING OF OBJECTS.
- ...THE IDENTIFICATION OF COINS.
- ...THE RECOGNITION OF FUNCTIONAL WORDS.
- ...THE UNDERSTANDING OF FUNCTIONAL WORDS AND PHRASES.
- ...THE RETENTION OF IMPORTANT ORAL PHRASES AND NUMBERS.

WHEN A CHILD MISBEHAVES.

In the 7 skill programs, specific suggestions for correcting and praising, sample instructor and learner charts for recording progress, and a sheet of 24 colorful reward badges are included with each program. Each of the 7 skill programs contains a pre-check to determine learner readiness, sequential lessons, and follow-up activities that expand and incorporate tasks into meaningful daily routines. The program for teaching word recognition includes 2 decks of cards on which functional words are printed in 4 colors and upper and lowercase letters. Support is systematically reduced throughout the lessons to promote learner independence.

Practical techniques for modifying and establishing appropriate behavior are given in the reference book WHEN A CHILD MISBEHAVES.

Price	$36.00 Complete Set

TRAINING RETARDED BABIES AND PRE-SCHOOLERS

Authors	Thomas F. Linde and Thusnelda Kopp
Publisher	Charles C. Thomas, Publishers 301-327 East Lawrence Avenue Springfield, Illinois 62717
Format	Book
Developmental Level	Infants and pre-schoolers
Content Areas	Self-help, group interaction, language and motor skills, and discipline
Goal	To help parents plan for special children

Description

The first chapter gives reinforcement to the concept that parents can keep their retarded baby and provide it training at home. It encourages the parent to respect the baby's potential and the importance of teaching.

In Chapter Two, the basic principles of a simple programming system are explained. It includes definitions of skill areas, assessment of the baby, selection of activities, baseline data and techniques on counting and charting behaviors.

In the next four chapters, the authors cover the five skill areas. Each skill chapter has an overview, an assessment sheet and activities related to the assessment that include the techniques and materials needed.

The final chapter explains the role of training centers and their relation to home training.

Price	$12.75

TRAINING THE RETARDED: A MANUAL FOR PARENTS, TEACHERS & HOME TRAINERS

Author	Earl E. Balthazar
Publisher	Consulting Psychologists Press, Inc. 577 College Avenue P. O. Box 11636 Palo Alto, California 94306
Format	Book
Developmental Level	Severely retarded child or adult
Content Areas	Self-care and communication skills, and basic social behaviors
Goal	To provide a practical aid for bringing the parent actively into the training program for the severely retarded child or adult

Description

Written for the parent or paraprofessional who works with a severely retarded child or adult, this guide focuses on both self-care and basic social behaviors. Concrete examples and sample training schedules are provided for such areas as eating-drinking, dressing-undressing, toileting, communication, and cooperation.

Price	$4.75

UP THE DRESSING LADDER: STEPS TO INDEPENDENCE

Developer	The former SEIMC, City University of New York at Hunter College Reissued by NCEMMH (The National Center on Educational Media and Materials for the Handicapped)
Publisher	National Audiovisual Center (NAC) Sales Order Desk, GSA Washington, D.C. 20409
Format	26 minutes, 3/4" black and white video cassette; instructor's guide; parents' take-home booklet
Developmental Level	Multiply handicapped children
Content Areas	Dressing
Goal	To demonstrate how multiply handicapped children can be helped to independence

Description

The video cassette consists of six segments:

1. How to capture attention,
2. How to encourage response,
3. How to teach holding,
4. How to teach pulling,
5. How to teach pushing, and
6. How to teach skills in finding an opening.

The abilities to hold, push, pull, and find an opening are considered to be doorknobs to independence that enable the child to manipulate and control his/her environment, particularly in regard to self-help skills. The tape focuses upon the application of these abilities to getting dressed and to other manipulative activities.

Included is an instructor's guide and a parent take-home booklet.

Price	$57.50

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Developmental Sequences of Perceptual Motor Tasks 19
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Educational Rhythmics for Mentally and Physically Handicapped Children 26
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BCP Method Book 2 - Motor Skills 2
Project Vision-Up Curriculum: A Training Program for Preschool Handicapped Children 65

QUICK REFERENCE
TO KEY COMPONENTS

	Format							
	Manual(s)	Kit	Assessment	Developmental Sequences	Record Keeping Devices	Correlation of Materials	Training Available	Price
APT: A Training Program for Citizens with Severely/Profoundly Retarded Behavior	X		X	X	X	X		$ 10.00
BCP Method Books:								$ 99.95
1 - Self-Help Skills	X		X	X	X	X		
2 - Motor Skills	X		X	X	X	X		
3 - Communication Skills	X		X	X	X	X		
4 - Social Skills	X		X	X	X	X		
5 - Learning Skills	X		X	X	X	X		
The BKR Basic Preschool Curriculum	X	X	X	X	X	X		$ 25.00
Basic Skills Screening Test and Remediation Manual, Second Edition	X		X	X	X	X		$ 22.00
Beginning with the Handicapped	X			X	X			$ 6.95
Behavioral Characteristics Progression Developmental Curriculum Guide	X			X				$ 5.00
Children Move to Learn: A Guide to Planning Gross Motor Activities	X		X	X	X	X		$ 4.95
A Collection of Papers and Programs Related to Public School Service for Severely Handicapped Students, Volume IV	X			X				$ 8.00
Competitive Employment Screening Test and Teaching Manual	X		X	X	X	X		$ 9.00
Curriculum Guide for Trainable M/R Children:								
Primary Curriculum Guide	X		X	X	X	X		$ 7.95
Intermediate Curriculum Guide	X		X	X	X	X		$ 7.95
Secondary Curriculum Guide	X		X	X	X	X		$ 7.95
Daily Sensorimotor Training Activities: A Handbook for Teachers and Parents of Preschool Children	X			X				$ 5.25

	Format							
	Manual(s)	Kit	Assessment	Developmental Sequences	Record Keeping Devices	Correlation of Materials	Training Available	Price
The Design and Implementation of an Empirically Based Instructional Program for Young Severely Handicapped Students: Toward the Rejection of the Exclusion Principle, Part III	X			X				$ 8.00
The Development and Implementation of A Public School Prevocational Program for Trainable Retarded and Severely Emotionally Disturbed Students, Part I	X			X				$ 8.00
Developmental Sequences of Perceptual Motor Tasks	X		X	X	X	X		$ 3.25
Early Childhood Education: An Individualized Approach to Developmental Education	X		X	X	X	X		$ 9.95
Eating With A Spoon: How to Teach Your Multi-Handicapped Child	X		X	X	X			$ 3.50
EBSCO, IEP-1, Personal Competencies		X		X	X	X		$ 89.00
EBSCO, IEP-2, Program on Behavioral, Attitudinal and Pre-Academic Competencies		X		X	X	X		$ 89.00
Education and Care of Moderately and Severely Retarded Children	X			X				$ 12.50
An Education Curriculum for the Moderately, Severely and Profoundly Mentally Handicapped Pupil	X			X		X		$ 5.95
Educational Rhythmics for Mentally and Physically Handicapped Children	X			X				$ 9.95
Fay's First Fifty: Activities for the Young and the Severely Handicapped	X					X		$ 5.75
A Guide for the Instruction and Training of the Profoundly Retarded and Severely Multi-Handicapped Child	X			X				Not Available
Guide to Early Developmental Training	X		X	X	X	X		$ 9.00

	Format							
	Manual(s)	Kit	Assessment	Developmental Sequences	Record Keeping Devices	Correlation of Materials	Training Available	Price
HIP Activity Manual: Directing Activities for Profoundly and Severely Retarded Children	X					X		Not Available
Independence Training: A Sequential Program of Instruction in Daily Living Skills for the Developmentally Immature								$ 45.00
Book 1, Underwear and Footwear	X		X	X	X	X		
Book 2, Indoor and Outdoor Clothing	X		X	X	X	X		
Book 3, Fastenings	X		X	X	X	X		
Book 4, Grooming and Self-Care Skills	X		X	X	X	X		
Book 5, Parent's Guide	X		X	X	X	X		
Independent Living Screening Test and Teaching Manual		X	X	X	X	X		$ 9.00
Initial Expressive Language Program	X	X	X	X	X			$ 25.00
Innovative Inexpensive Instructional Materials	X					X		$ 4.00
Instructional Programming for the Handicapped Student	X		X	X				$ 16.18
Isn't It Time He Outgrew This? Or A Training Program for Parents of Retarded Children	X				X			$ 8.95
The Karnes Early Language Activities	X	X		X		X		$ 40.00
Koontz Child Development Program: Training Activities for the First 48 Months	X		X	X	X			$ 15.00
Language Acquisition Program for the Retarded or Multiply Impaired	X		X	X	X			$ 6.95
Language Program for the Non Language Child	X		X	X				$ 6.95
Learning Language at Home	X	X		X	X	X		$ 35.00
Learning Staircase	X	X	X	X	X	X		$199.95

	Format							
	Manual(s)	Kit	Assessment	Developmental Sequences	Record Keeping Devices	Correlation of Materials	Training Available	Price
Leisure Time Activities for Deaf-Blind Children	X				X	X		$ 12.95
Lesson Plans for Enhancing Preschool Developmental Progress (Project MEMPHIS)	X		X	X	X	X		$ 24.95
Madison's Alternative for Zero Exclusion: A Book of Readings, Volume V	X			X				$ 8.00
Manual of Alternative Procedures:								Not Available
Activities of Daily Living	X		X	X	X	X		
Motor Development	X		X	X	X	X		
Recreational Activities	X		X	X	X	X		
Marshalltown Behavioral Prescription Guides	X			X				$ 25.50
Master Program Plan	X		X	X		X		$ 25.00
Murdoch Center C & Y Program Library: A Collection of Step-By-Step Programs for the Developmentally Disabled	X		X	X	X	X		$ 30.00
Non-Slip: Non-Speech Language Initiation Program	X	X		X	X		X	$238.00
Peabody Developmental Motor Scales (Revised Experimental Edition)	X			X				$ 3.00
Perceptual Training Activities Handbook	X			X		X		$ 2.25
Performance Objectives for Preschool Children and Preschool Curriculum Cards	X	X		X		X		$ 84.90
A Planning Guide to the Preschool Curriculum: The Child, The Process, The Day	X			X				$ 5.00
Portage Guide to Early Education, Revised	X	X	X	X	X			$ 32.00
The Potomac Program: A Curriculum for the Severely Handicapped, Deaf, Hearing Impaired, Non-Verbal	X			X	X			$ 24.95

	Format							
	Manual(s)	Kit	Assessment	Developmental Sequences	Record Keeping Devices	Correlation of Materials	Training Available	Price
Preschool Special Education Project - Curriculum Manual	X			X				$ 5.00
Project More: Daily Living Skills Curriculum							X	
Care of Eyeglasses	X				X	X		$ 5.00
Complexion Care	X				X	X		$ 6.00
Care of Simple Injuries	X				X	X		$ 6.00
Eating	X				X	X		$ 10.00
Face Shaving	X				X	X		$ 6.00
Feminine Hygiene	X				X	X		$ 6.00
Hair Rolling	X				X	X		$ 7.50
Hair Washing	X				X	X		$ 5.00
Hand Washing	X				X	X		$ 5.00
"How to do More" Curriculum Guide	X							$ 2.00
Leg and Underarm Shaving	X				X	X		$ 6.00
Nose Blowing	X				X	X		$ 5.00
Showering	X				X	X		$ 6.00
Toothbrushing	X				X	X		$ 5.00
Use of Deodorant	X				X	X		$ 5.00
Project Vision-Up Curriculum: A Training Program for Preschool Handicapped Children	X	X	X	X	X	X		$140.00
The Radea Program (Specific Skills Development Program)	X	X	X	X	X	X	X	$395.00
The Right to Education Child: A Curriculum for the Severely and Profoundly Mentally Retarded	X		X	X	X	X		$ 9.75
Santa Clara Plus	X	X	X	X	X	X		$ 94.50
SCOR Curriculum: Independent Living Skills	X		X	X	X	X		$ 30.00
Step By Step Dressing: A Handbook for Teaching the Retarded to Dress	X			X		X		$ 5.95

	Format							
	Manual(s)	Kit	Assessment	Developmental Sequences	Record Keeping Devices	Correlation of Materials	Training Available	Price
A Step-By-Step Learning Guide for Older Retarded Children	X			X				$ 14.95
A Step-By-Step Learning Guide for Retarded Infants and Children	X			X				$ 9.95
Steps to Independence: A Skills Training Series for Children with Special Needs:								$ 22.00
Early Self-Help Skills	X			X		X		
Intermediate Self-Help Skills	X			X		X		
Advanced Self-Help Skills	X			X		X		
Behavior Problems	X			X		X		
Success Learning Programs:								$ 65.00
Self-Help Skills 1	X			X	X	X		
Self-Help Skills 2	X			X	X	X		
Education Skills	X			X	X	X		
Physical Education Skills	X			X	X	X		
Arts & Crafts and Recreational Skills	X			X	X	X		
Systematic Instruction for Retarded Children - The Illinois Program								$ 10.40
Part I: Teacher/Parent Guide	X							
Part II: Systematic Language Instruction	X		X	X		X		
Part III: Self-Help Instruction	X		X	X		X		
Part IV: Motor Performance and Recreation Instruction	X		X	X		X		
Systematic Instruction of the Severely Handicapped	X		X	X		X		Not Available
The Teaching Research Curriculum for Moderately and Severely Handicapped	X		X	X				$ 18.50
Teaching Resources' Basic Skills Curriculum Guide	X			X		X		$ 11.95
Teaching the Mentally Retarded: A Handbook for Ward Personnel	X		X	X				$ 3.00

	Format							
	Manual(s)	Kit	Assessment	Developmental Sequences	Record Keeping Devices	Correlation of Materials	Training Available	Price
Teaching the Moderately and Severely Handicapped: Curriculum Objectives, Strategies, and Activities								$ 39.50
Vol. I: Behavior, Self-Care, and Motor Skills	X			X		X		
Vol. II: Communication, Socialization, Safety, and Leisure Time Skills	X			X		X		
Vol. III: Functional Academics for the Mildly and Moderately Handicapped	X			X		X		
Toilet Training the Handicapped Child	X		X		X			$ 2.50
Toilet Training the Retarded: A Rapid Program for Day and Nighttime Independent Toileting	X		X		X			$ 6.95
Toward the Development and Implementation of an Empirically Based Public School Program for Trainable Mentally Retarded and Severely Emotionally Disturbed Students, Part II	X			X				$ 8.00
Trainable Children: Curriculum and Procedures	X							$ 18.00
Training for Independence: Fundamental Self-Care and Functional Training for Daily Living: Programs for Teaching...								$ 36.00
...The Independent Use of Zippers, Buttons, Shoes and Socks		X			X			
...Independent Dressing Skills		X			X			
...The Counting of Objects		X			X			
...The Identification of Coins		X			X			
...The Recognition of Functional Words		X			X			
...The Understanding of Functional Words and Phrases		X			X			
...The Retention of Important Oral Phrases and Numbers		X			X			
When A Child Misbehaves	X							
Training Retarded Babies and Pre-Schoolers	X		X	X	X	X		$ 12.75
Training The Retarded: A Manual for Parents, Teachers & Home Trainers	X							$ 4.75
Up the Dressing Ladder: Steps to Independence	Video Cassette			X				$ 57.50